PEACE CORPS Volunteer

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6 Volunteers Are Selected For Internships

Six former Volunteers are among 25 Americans chosen to take part in a program that will offer them on-the-job training as race-relations workers in key U.S. locations.

Sponsored by the Eleanor Roosevelt Memorial Foundation and administered by the National Association of Intergroup Relations Officials (NAIRO), the program began in February with a 10-day orientation session in Washington conducted by the American Jewish Committee's Institute of Human Relations.

Selected from 243 applicants by NAIRO's Career Service Board, the 25 interns are the first of 150 the Eleanor Roosevelt Memorial Foundation hopes to train over a three-year period. Another program for 25 interns is tentatively scheduled to begin in July.

Following the Washington orientation,

(Continued on page 11)

Still Peace Corps Director, Shriver Tells Staff in Meeting

Sargent Shriver, chosen by President Johnson to direct the Administration's anti-poverty campaign, will continue as Director of the Peace Corps.

At an all-Peace Corps staff meeting in February, he said "I am still very much in love with the Peace Corps. . . I do not want anything on the anti-poverty program to interrupt my allegiance to or interest in the Peace Corps both here in Washington and around the world." Quoting from the memo he sent to staff and Volunteers abroad when he was named Special Assistant to the President, he said his new appointment "will not in any way diminish my responsibility . . . for all aspects of our Peace Corps program."

In his added capacity, Shriver will also serve as a member of President Johnson's Cabinet. He was sworn in as Special Assistant on Feb. 19.

When asked whether he would be able to do both jobs, Peace Corps and anti-poverty program, he said "It will work out in the next few months. . . If the Peace Corps staff continues to do the fine job it is doing, then doing both jobs might be possible. It also depends on how many really fine people we can bring into the anti-poverty program."

Some of the persons Shriver has already called upon in preparing the Administration's anti-poverty program for presentation to Congress include John Kenneth Galbraith, former ambassador to India and author of *The Affluent Society;* Michael Harrington, author of *The Other America;* Adam Yarmolinsky, special assistant to the Secretary of Defense; D. P. Moynihan, assistant secretary of Labor; James L. Sundquist, deputy undersecretary of Agriculture; and Frank Mankiewicz, Peace Corps Representative in Peru who was temporarily in Washington.

Busy February

Operating from a small suite of offices at Peace Corps headquarters, Shriver and his assistants worked constantly through February to prepare a program for the Government's "war on poverty," as it has been called by President Johnson. The President was expected to present the message, together with proposed legislation, to Congress in early March.

Although the elements of the proposed anti-poverty program had not been announced at the end of February, the Administration's approach was expected to be a comprehensive attack on all sources of the problem in America—"a practical, manageable, understandable" program to attack poverty, according to Shriver's stated goal.

And it was expected that the program would direct primary emphasis to the youth of the country. It was indicated that some probable recommendations of the program would be:

- That the long-range program should

(Continued on page 7)

Waiting-room chat occupies Volunteer Linda Mathieson (Phoenix, Ariz.) and mothers at well-baby clinic in Rio de Janeiro. Linda is one of 25 Volunteer nurses and health and social workers serving the families of Rio's **favelas,** or squatter settlements.

Applicants on the Increase

The interest of Americans in serving with the Peace Corps is still increasing. The number of applications rose to a new high of 5634 during February.

This was the second month in Peace Corps history that applications had exceeded 5000. The earlier record of 5037 was set the previous month, January.

In 1962, the first full year of Peace Corps operations, the total was 25,112. In 1963, the total was 38,472.

"At a time when many Americans had predicted that interest in the Peace Corps would be waning, the reverse is true," said Robert Gale, Director of the Division of Recruiting. "It is now becoming clear that the Peace Corps ideal of service abroad is continuing to challenge more and more Americans. The demand for qualified Volunteers, however, still exceeds the supply in such fields as teaching, agriculture, and health."

Gale believes that Peace Corps team visits to college campuses throughout the country are providing the opportunity for many more young Americans to inform themselves about Peace Corps service.

Scores of Volunteers who have completed service, including several dozen now employed in Peace Corps staff positions in Washington, have helped to carry the Peace Corps message to the American public, both on the campus and off.

In addition, the members of some 40 Peace Corps Service Organizations, voluntary groups consisting mostly of families and friends of Volunteers, are giving more than 750 speeches a month on the Peace Corps.

Advertising of the Peace Corps also is helping to spread public knowledge of Peace Corps work overseas. All advertising—including the creative work, air time for TV and radio, and space in newspapers and magazines—is donated to the Peace Corps as a public service.

Volunteers at Work In 2 African Lands

Recent civil strife in two African nations has not affected the work of Volunteers, reports from overseas indicate.

In the Gabon Republic, on the western coast of Equatorial Africa, 56 Volunteers are serving on public-works projects, with 17 others working as English and secretarial teachers. They have continued at their normal assignments throughout the country during conflict in Libreville.

In Ghana, in Western Africa, 101 Volunteers are working as secondary-school teachers, while 15 others were assigned to vocational education posts and 23 are geologists. Despite disturbances in Accra, the capital, Volunteers have remained at their assignments following normal routines.

The government of Ghana has asked the Peace Corps to send 80 more Volunteers to serve as secondary-school teachers of math, science, and French; current plans call for the new Volunteers to enter training in the U.S. this summer.

Meanwhile, in the Mediterranean six of the 22 Volunteers who left Cyprus in January remained in the Middle East. In February, five geologists were in Jerusalem completing geological maps of parts of Cyprus, and a sixth Volunteer who was working with farm machinery in Cyprus was transferred to Iran to work in agricultural mechanics.

Volunteers Assist Scholarship Bids

Volunteers teaching English in Thailand's provincial cities and towns have brought about a marked increase in the number of up-country students who receive American Field Service scholarships for a year's study in American high schools. They have achieved this both by publicizing the program and by after-school coaching of likely candidates.

Before the arrival of the Volunteers, few students outside Bangkok, the capital, took interest in the scholarships. Last year the number applying jumped to 400, of whom 72 won scholarships. This year, 1700 students took a more difficult examination. Six hundred passed, and more than 150, many of them from provincial towns, are expected to win scholarships.

PEACE CORPS
AROUND THE WORLD

OVERSEAS

Afghanistan	64
Bolivia	153
Brazil	248
British Honduras	27
Cameroon	88
Ceylon	34
Cyprus (transferring)	6
Chile	106
Colombia	567
Costa Rica	66
Dominican Republic	171
Ecuador	270
El Salvador	29
Ethiopia	413
Gabon	73
Ghana	139
Guatemala	111
Guinea	54
Honduras	59
India	167
Ivory Coast	57
Indonesia	31
Iran	46
Jamaica	61
Liberia	283
Malaya	205
Morocco	103
Nepal	100
Niger	14
Nigeria	447
Nyasaland	96
Pakistan	238
Panama	56
Peru	395
Philippines	536
Sabah/Sarawak	134
St. Lucia	17
Senegal	66
Sierra Leone	130
Somali Republic	29
Tanganyika	97
Thailand	264
Togo	37
Tunisia	90
Turkey	140
Uruguay	18
Venezuela	99

TRAINING

Afghanistan	1
Bolivia	30
Central America	16
Chile	39
Colombia	46
Dominican Republic	42
Ecuador	70
El Salvador	22
India	25
Iran	37
Jamaica	30
Malaya	42
Nepal	55
Nigeria	90
Nyasaland	1
Panama	32
Peru	41
Sabah/Sarawak	42
Sierra Leone	40
Thailand	55
Venezuela	94
TOTAL IN TRAINING	**850**
TOTAL OVERSEAS	**6634**
GRAND TOTAL	**7484**

Volunteers who have completed service: 692
Figures as of February 29, 1964

Harris Wofford Is Promoted To High Post

Harris Wofford, Peace Corps Representative in Ethiopia for the past 22 months, has been named Associate Director for Planning and Evaluation.

Wofford's new position will involve him in all long-range Peace Corps planning. As head of the evaluation program, he will be in charge of the procedures whereby the Peace Corps systematically criticizes its own activities with the aim of improving them.

In his new post, Wofford, 38, fills the position vacant since the resignation six months ago of William Haddad.

For 1961-62, Wofford served as assistant to President Kennedy, specializing in civil-rights matters and the Peace Corps. In this latter capacity, he worked closely with Sargent Shriver in helping to lay the foundations of the new agency, accompanying him in 1961 to Africa and Asia to explore the potential demand for Peace Corps Volunteers.

Wofford subsequently went to Africa alone to work out the details of Peace Corps programs in Togo, Nyasaland, and Ethiopia.

On May 15, 1962, he became Peace Corps Representative in Ethiopia. He shepherded into that country nearly 300 teachers, the largest contingent of Volunteers ever sent overseas. Their arrival enabled Ethiopia to double its secondary-school enrollment.

Wofford held additional duties as Peace Corps Representative to Africa, a position which assigned him to attend there all international conferences in which the Peace Corps might appropriately be discussed.

Wofford was born in Johnson City, Tenn., and reared in Scarsdale, N. Y. He graduated from the University of Chicago and in 1954 received law degrees from both Yale and Howard.

In his last year of law studies, he was an assistant to Chester Bowles, now United States ambassador to India. In 1957, he accompanied Bowles on a trip to India, Pakistan, and Communist lands.

Wofford worked for the Washington law firm of Covington & Burling, and in 1958 was named to the staff of the Civil Rights Commission for a year.

He remained with the commission a second year as counsel and as legal adviser to the Rev. Fr. Theodore Hesburgh, a member of the commission and the president of Notre Dame University.

With his wife, Wofford wrote *India Afire*, a report on their extended stay in India to study village economics and the Gandhian movement. The Woffords have three children.

Volunteers Taeko and Erwin Wong worked in teacher training in British Honduras before they started crafts program. Here they are observing work of Indian children.

Hawaii Couple Wins Thanks For 'Revolution in Schools'

A Volunteer couple from Hawaii have been credited by a British Honduras government official with causing "the beginning of a revolution in our primary schools."

Erwin and Taeko Wong, from Honolulu, who have been in the small British colony in Central America since August, 1962, were commended for their work in Corozal, in the far north of the country. There they worked for five weeks in many village schools of the district, helping both teachers and children with native crafts.

At an arts-and-crafts exhibit held in a Corozal school, Jesus Ken, Corozal South division representative, said, "Native crafts have been dying with the older generation, because the schools have been emphasizing academic subjects. Although there was nothing wrong with this, practical subjects such as handicrafts, woodwork, and home economics have a rightful place in the primary schools' curriculum."

He noted that the exhibits on display were made entirely from materials obtained in the bush, and that the work could be sold for cash. Thanking the Wongs, under whose direction the children started their handwork, Ken said he hoped teachers of the area would push ahead in the field of handicraft. The Wongs' stay in the district was extended by request of the government's education office, which also asked for the exhibition.

The Wongs, who are in the country with 25 other Volunteers as members of a teacher-training, primary-, secondary-, and vocational-education project, travelled to Mexico during their Christmas vacation to learn as apprentices the methods of preparing and firing special clays they gathered from various districts of British Honduras. They hope to introduce a pottery industry in remote areas of the country.

From tests made by experts in Mexico, they learned that clay found in the Cayo district, in the west-central portion of the country near Guatemala, is of excellent physical and chemical property. They hope to work this discovery into their arts-and-crafts program.

Before joining the Peace Corps, Wong served as principal of a 40-teacher Honolulu elementary school for eight years; previously, he had been a teacher since 1930. He holds bachelor's and master's degrees in education from the University of Hawaii, and has done graduate work at Teachers College of Columbia University, the University of Colorado, and the University of Michigan. He has been a board member of the Hawaiian Education Assn., and served as president for two years of the Lanai Education Assn. in Honolulu.

His wife, Taeko, was a Honolulu junior-high-school teacher of French and art before their Peace Corps work, and holds bachelor's and master's degrees from Columbia University in art and education. She has studied in Paris and Brussels, and has worked in Japan as a teacher of English.

Wendell Farrelly (left) and Don Bullock adjust solar cooker they designed; water in kettle boils in 8 minutes.

Volunteer Ann Peabody (center), who works both in therapy and food preparation, helps one patient bandage the leg of another.

Los Negros — The Future Is Different Now

The landlocked Republic of Bolivia, a center of civilization since 300 B.C., is host to some 150 Peace Corps Volunteers, working in the fields of community action, health, and teaching. In the Cordillera Oriental range, in a valley near the center of the country between the cities of Cochabamba and Santa Cruz, seven Volunteers are assigned to a leper colony called Los Negros. Among the first Volunteers to go to Los Negros one year ago was Don Bullock (Concord, N. H.), who acts as administrator. He is a graduate of the University of New Hampshire (1960) with a degree in mechanical engineering. Before joining the Peace Corps he was a teacher of English and technical writing at the New Hampshire Technical Institute in Portsmouth, also serving as librarian. He and his wife, the former Linda Nicolaides (San Francisco) were the first Volunteers to be married in Bolivia, on Nov. 24, 1962. She holds a B.S. in public-health nursing from the University of California at San Francisco. Volunteer Dan Goldsmith (Chicago) took the pictures which accompany Don Bullock's story.

By Don Bullock

We arrived at Los Negros on Jan. 21, 1963, and began housekeeping in the barren five rooms of the old administration house of the colony. Vicki Seaman Allen (Davenport, Iowa), a practical nurse, Linda, my wife, and I, with the help of two remaining missionaries, soon were settled and set about fighting insects, finding water, locating the privy, and doing all those other delightful chores connected with living in what some so fondly refer to as the "rough."

For seven years, Los Negros had been administered by a private missionary group, the New Tribes Mission, although the colony is under the direct and official supervision of the Ministry of Health of Bolivia. The last missionary administrator and his wife, who served as staff nurse, left the colony the month we arrived; the Peace Corps was asked to send Volunteers to administer Los Negros when the missionaries departed.

The morning after we arrived we started our 15-hour-a-day, seven-day-a-week routine by chasing out of the yard a herd of cows which were devouring everything in sight that looked suspiciously green. After breakfast, Linda and Vicki were off to the hospital to start work and take stock of a very sad and outdated supply of drugs. I went to our dilapidated store and gave out most of what little food remained and made up a list of basic supplies which I felt we could afford to order immediately. Later, I installed on a hill behind our house a 55-gallon drum with a pipeline leading down to a faucet beside the house. This now serves as our water system, when we are diligent enough to keep the tank full. Finally the night: a candlelight supper cooked outside on a single burner, the end of our first day, and the beginning of our treatment for an institution which was as desperately ill as its inhabitants.

The next day, Wendell Farrelly, a jack-of-all-trades millwright from Chicago, arrived and within a few weeks we were making headway in almost every area.

Before going into our plans and progress, let me outline the conditions we first encountered. The physical plant consisted of three staff houses, two on the highway and one in the colony; a 10-room hospital which is in an exceptionally fine building, built mostly through the efforts of New Tribes missionaries; a water system which had been installed recently with the aid of other Peace Corps Volunteers; about 25 acres of land under cultivation by the patients; a herd of goats; a couple of dried up cows, and about 20 mud huts to serve as dwellings for the patients.

The mud huts had from one to three rooms, none of them larger than 10 by 10 feet and each containing at least two patients. The rooms were, by every standard, unclean and unsuitable for patients.

The patients' morale, however, was so bad that the state of the physical plant seemed by contrast a minor problem. Most of the patients are of mixed blood, which places them at the bottom of the social scale. This disadvantage compounded with their leprosy—believed by many here to be God's wrath upon his unchosen people—had given the patients a tendency to behave in a manner befitting their low self-esteem. We had to institute a strict set of regulations before we could attack the problems of morale and behavior by offering hope for education, work, and a better life.

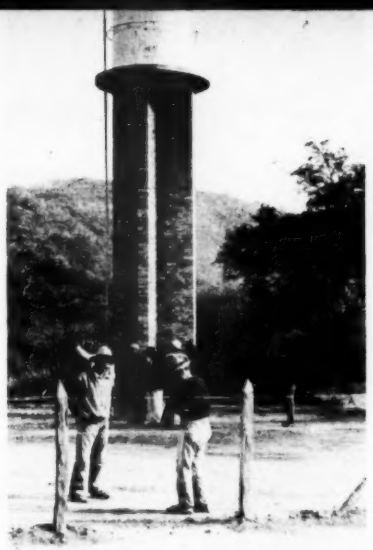
No Discredit Due

The situation as it existed should not be taken as discrediting to the previous administration of Los Negros. The New Tribes people had dedicated themselves completely to their work. But the Ministry of Health could contribute only $2500 a year in operating funds. The colony had no revenue-producing activity.

When we took over, we were faced with the necessity of operating an institution for 70 semi-invalids and 200 outpatients on a few thousand dollars a year. This meant feeding, housing, and clothing them and ministering to the kinds of illnesses incurred by people with a chronic disease like leprosy. Our plan was simple. We moved to:

- Obtain donations of money and materials to raise living standards to assure adequate standards of nutrition and health.
- Introduce a medical program under the direction of the Peace Corps physician, Charles Arnold, the first doctor ever seen by the patients, and my wife, Linda, the first registered nurse ever to work with the people.
- Initiate a program under a Peace Corps agriculturist to increase food and stock for colony consumption and for

Saturday is distribution day for the colony's bread co-operative; loaves are baked in adobe oven by patients.



Colony water tank was built by Bolivian engineers, patients, and Volunteers; new system has eliminated dysentery.

Patients load cement-block machine introduced by Volunteers to make cheap construction blocks for patient housing.

outside sale—a fish farm, bees, animals, and so forth.

- Replace adobe huts by low-cost houses of cement blocks made by a hand-operated Cinva-Ram machine.
- Utilize a nearby river for irrigation and power-generating for the colony.
- Introduce industry on a small scale. (Bolivia's population centers on a high plain which has no wood for fuel but has about 300 cloudless days a year; we had found that solar cookers could be made from aluminum foil and local materials at a price within reach of the plain's residents.)
- Bring to the colony senior Bolivian medical students for orientation and research on leprosy.
- Phase out donor aid.
- Prepare for the transition from Peace Corps staff to Bolivian staff.

The progress we have made has been most gratifying. There is now sufficient food to provide the highest calorie intake the patients have ever had. We have established a contingency fund of $1000—$900 over what it was when we arrived. We receive regular support payments from the Bolivian government. We have a Bolivian physician in residence. The hospital now receives at least 12 hours daily of attendance from registered nurses, practical nurses, physical therapists, and other aides. Two U.S. doctors are available for consultation. Last, the American Leprosy Mission has approved technical and financial aid to the colony.

We have received gifts of food from Caritas, a welfare organization of the Catholic church in Bolivia, and will be receiving drugs donated by McKesson & Robbins, an American company, and two South American affiliates. Generous donations of money came from people and companies in the U.S. when we were fighting for survival. The students of my alma mater, the University of New Hampshire, mounted a campaign to help us continue.

In our industrial endeavor, we have made a concrete form to shape solar reflectors. The oven itself, made from cardboard, glue, and aluminum foil, costs about $1. Mounted above one of our ovens, a kettle of water will come to a boil in eight minutes—and we are at a considerable altitude.

The Cinva-Ram makes cement blocks for less than a penny apiece. The first production went to build houses for the patients; no longer do pigs and donkeys stray through their quarters.

To help with the colony's farm, we have gained Ralph Long, a farmer from Kingfisher, Okla., who has a B.S. in agriculture. Two other Volunteers have joined us: Prudence Ingerman, a nurse's aide from Carversville, Pa., and Ann Peabody from Palo Alto, Cal., who has been assisting both in food preparation and in physical therapy.

Four more Volunteers—an administrator, two nurses, and a health educator —are completing training at the U.S. Public Health Service Hospital at Carville, La., receiving special leprosy instruction, and they are scheduled to join us soon.

We feel that we have in high degree elevated the patients' morale and self-respect, and they have responded to our efforts to bring them into contemporary Bolivian society. Los Negros has moved from a custodial colony with no future to a curative social institution with the prospect of becoming one of South America's best treatment centers for leprosy.

Vicki Allen pauses during day's rounds of duty to talk with 12-year-old patient, who is holding the hospital doll.

Linda Bullock and Vicki work on hospital records. Vicki wed Volunteer James Allen (Bunker Hill, Ill.) in November.

Secretaries, Skilled Office Help Can Volunteer

The Peace Corps now is offering to persons with secretarial and office-management skills the opportunity for overseas service as Volunteers.

As many as 100 will be assigned to responsible positions in Peace Corps offices in more than 40 countries. Their living allowances and accommodations will be the same as those of other Volunteers.

The new program has come about because the Peace Corps, while it has been deluged with host-country requests to supply teachers, community-development workers, and persons with sanitary, medical, industrial, or agricultural training, has had few requests for persons with secretarial skills. Therefore, as an economy measure and as a way to provide access to Peace Corps service for many skilled Americans, Director Sargent Shriver asked Congress for authority to fill staff secretarial positions with Volunteers.

The Volunteers will, in most cases, be managers and chief secretaries for overseas Peace Corps offices. Applicants should have secretarial training and at least two years of working experience.

Training programs for the secretaries will probably encompass in part the regular university programs (language, area studies, and the like) with other prospective Volunteers bound for a specific country. Part of the time, however, the secretaries will be separated for technical training not needed by their fellow trainees.

The positions are open to men as well as women, and to married couples too, assuming that they meet existing regulations: both husband and wife must be acceptable for Peace Corps service, and must not have children under 18.

Philippines Honors Shriver With Award

Director Sargent Shriver was presented with the Golden Heart Presidential Award in February as Philippines President Diosdado Macapagal honored him for his role with the Peace Corps.

The Golden Heart Award, initiated by the late Philippines President Ramon Magsaysay in 1954, is given to any person or organization rendering distinguished services or material aid for the amelioration of the Philippine people, especially those in rural areas.

The award has been presented only twice previously, once to an American.

Shriver received the award from Amelito R. Mutuc, Philippine ambassador to the U.S., in ceremonies Feb. 24 at the Philippine Embassy in Washington.

Last year, Peace Corps Volunteers serving in 11 Asian countries were given the Ramon Magsaysay Award for International Understanding. Shriver went to Manila to accept the award.

Currently in the Philippines are 536 Volunteers—21 working in community development, 64 in secondary education, 58 in university education, and 393 in elementary education.

I, II, III, IV—Time Marches On

Informality was the rule during the hurried early days of the Peace Corps when the staff was working against odds to obtain, train, and enplane Volunteers for service abroad. Identifying the groups was easy: they were (like the staff) few in number and they were referred to in haphazard ways that everybody understood: "Chile" (for the country they were going to), "Harvard" (for the place they were being trained), "surveyors" (for the job they were going to do), or "Arequipa" (for the place they would work). No one seemed to mind the variety; in fact, one old hand recalls that when there were two urban community-action groups (called UCA), the listener could tell which one was intended by the inflection of the speaker.

Before long, however, someone had hung Roman tags on the incoming Volunteer groups and they became widely known as Philippines I, Philippines II, and so on. But as the numbers of Volunteer groups mounted into the dozens and the number of applicants into the thousands, so did the Peace Corps' need to know about itself in order to answer readily the questions of the press, Congress, other federal agencies, and its own Training and Selection Divisions. It further turned out that computer records could not respond to requests for information about "that Colombia bunch" or "the public-health group." So numbers had to be substituted—Arabic numbers—substantiating the view of some wags that Roman numbers could no longer be used because no one at the Peace Corps could count beyond VII.

At length, the following kind of number was produced: 492-63-02-10-1-15. It stood for Philippines (492); the year training started (63); the second project (02) of '63; the month (10) training started at a single (1) site; applicants were invited on the basis of Selection number 15 (15).

The serial number was designed so that it could be cut off at different lengths to suit needs of the user. For example, the final two numbers are important to the Training and Selection Divisions but can be dropped once a Volunteer group has gone overseas.

Despite general agreement that a uniform numbering system was necessary, its appearance last September caused consternation. It did not really stop much of the old-timey talk about Nigeria V, but it did provoke, among other things, the following exchange between the Peace Corps and its Representative in Peru.

To: Padraic Kennedy, PCV/VS Oct. 4, 1963

From: Frank Mankiewicz, PCR/Peru

Subject: Peru Project Numbers

Since there still seems to be a cabalistic necessity for maintaining the project numbers, will all hands please observe the following, if for no other reason than that we do, and (incidentally) that it is (at least chronologically) correct. If you have other numbers, please change them. The Volunteers are confused; they evidently need a number to cling to, and were given them in training. Herewith:

Peru
- I—Trained at Ponce, now in Arequipa
- II—Nutrition group, trained at University of P.R.
- III—Trained at Cornell, all over country
- IV—Trained at Ponce—Urban, Lima and Chimbote
- V—Savings and Loan, trained at Milwaukee
- VI—University, trained at UCLA, with
- VII—Art Foundation, trained at UCLA
- VIII—Second Nutrition group, trained at Seattle
- IX—Urban, trained at Boston College
- X—University, trained at UCLA
- XI—Rural, trained at Albuquerque
- XII—Urban, trained at Denver
- XIII—University (now in training, Cornell)
- XIV—Rural-Urban (now in training, Denver)

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To: Frank Mankiewicz, PCR Peru Oct. 22, 1963

From: Gordon J. Cloney, PDO/LA

Subject: Peru Project Numbers

Volunteers Backed For Poverty Assault

(Continued from page 1)

concentrate on young people, whose productive lives are just beginning and who still have a chance to break out of unfortunate circumstances.

- That a thorough inventory of national needs should be made, in order to determine the specifics about poverty.
- That a more unified, concentrated approach to the problem of poverty must be undertaken by the Federal Government if any impact is to be made.

The program was expected to encompass other facets of the problem of poverty in a prosperous country, including area redevelopment, urban rehabilitation, improved employment information, better job training for the children of the poor, enlarged job opportunities for youth, measures to improve the health of the poverty-stricken, adult education and training, and better conditions for the aged and disabled. It was also indicated one specific recommendation would be that former Peace Corps Volunteers be utilized in community-action projects.

Bottled specimen interests the zoology class of Volunteer Lula Miller (Washington) at Trichandra College, Kathmandu, Nepal. Miss Miller, who has a B.A. from Bridgewater (Va.) College and an M.A. from the University of Virginia, taught biology for nearly 40 years in American schools and colleges before she joined the Peace Corps.

Reference your memo of Oct. 4, 1963, to PCV/VS.

Peru Project Numbers which were:

Peru I—Trained at Ponce—Arequipa I
II—Trained at U. of Puerto Rico—Nutrition I
III—Trained at Cornell—Plan Nacional; Credit Co-ops; Arequipa II
IV—Trained at Ponce—Barriada I
V—Trained at Milwaukee—Savings and Loan
VI—Trained at UCLA—University I; Art Foundation
VII—Trained at Washington—Nutrition II
—Trained at Boston—Barriada II
VIII—Trained at Albuquerque—RCA
IX—Trained at Denver—UCA
X—Trained at UCLA—University II

are changed according to the attached [describing new system]. ¡Dios guarda a Ud.!

□ □ □

To: Gordon Cloney, PDO/LA Nov. 20, 1963

From: Frank Mankiewicz, PCR Peru

Subject: Project Numbers

I have read your memorandum of Oct. 22 on project numbers and I have glanced at the PCV/S memorandum dated Sept. 16 attached, and I am even more appalled than usual. Would it be possible to determine the number of man-hours that went into this exercise, and could I have an estimate of the amount of money that will be spent for slide-rules so that people can interpret it? (As well as the project number for the slide-rule appropriation?)

I am an old man, Gordon, and I put you on notice that I will neither learn nor use the new numbers. It took me two semesters of flunking calculus to realize that I had no skill in this area.

Here in Peru when we refer in the future, for example, to Peru V—I hope there will be someone able to tell you that this is really 527-63-01-01-1, or in its shortened form 527-407 (1).

Could you please give us a tentative number for a project I have in mind for technicians to revise the postal system here so that we all can have zip codes?

□ □ □

To: Frank Mankiewicz, PCR Peru Nov. 30, 1963

From: Gordon J. Cloney, PDO/LA

Subject: Numbering System—Our Numbering System

You have thrust your lampoon into the wrong end of the bureaucratic dragon when you attack our numbering system! Cumbersome it may be and as Peru program officer I certainly would not have dared clear it had the decision been mine, but . . . it's all we've got. You must admit it's more sensible than some of the other attempts at identifying projects which ran along lines like "that Peru project," or "Ag Ed," or "the one that trained at Cornell," or "you know . . . Vicos," or "UCA."

The truth seems to be that the numbers are for the machines (IBM) which know everything about the Peace Corps and not for our literate, irascible Reps. In a way it's a frightening priority.

□ □ □

To: Gordon Cloney, PDO/LA Dec. 12, 1963

From: Frank Mankiewicz, PCR/Peru

Subject: Numbering System

The numbers may be for the machines, but the machines are for us, and if it is to be the other way around, I think we should know now. May I suggest, only half furtively, that when—internally—we can no longer identify projects by such terms as "the Peru Cornell Group," or "you know . . . Vicos," we will have taken a final step down the road to domination by the machines, and, worse, the men who operate them.

I am happy to hear that Peru XIII will arrive on Jan. 4. As you know, they are to replace Peru II. You know, the Nutrition Group.

Volunteer Anton Mittl (left) of Springfield, N.J., greets Panamanian mothers and children visiting a mobile X-ray unit, part of the country's national campaign against tuberculosis.

Cutting-up involves Volunteers Janet Donohew (left) of East Cleveland, O., Amy Byrne of Philadelphia, and Donna Drewiske of Laona, Wis., working here with government sanitarian.

PANAMA

Volunteers are working in 44 communities

David Boubion, Peace Corps Representative in the Republic of Panama, is from Reseda, Cal. He received a B.A. in 1955 from Los Angeles State College and an M.A. in social work in 1957 from the University of Southern California. Before joining the Peace Corps staff, he was for four years a field secretary doing administrative work for a Los Angeles city councilman. Earlier, he had had five years' experience doing social work for various agencies in and around Los Angeles.

By David Boubion

The first group of Peace Corps Volunteers arrived in April, 1963, at the invitation of Panama's Dept. of Public Health. The Peace Corps was to assist the existing rural-health services of the republic. In June, 1963, a small group of Volunteers arrived to assist in co-operatives and in agricultural extension.

Panama's public-health program is relatively effective compared with those in many Latin American countries, but difficulties of transport and personnel have limited services in outlying areas. The economic system under which the majority of farmers operate is not conducive to health or to social development. The low productivity and quality of agriculture underscore the great need for additional extension services. The Peace Corps is helping to meet this service shortage in rural communities.

To understand the program of the Peace Corps in Panama, one must know something about the country. Panama is the smallest of the Latin American countries in population (about one million) and one of the smallest in area (28,576 square miles, smaller than South Carolina). It transcends its scale because of its geographic location and its relationship to the United States in regard to the Panama Canal. Panama connects North and South America and is a funnel of world commerce. Estimates are that 12 per cent of the population is white, principally of Spanish extraction, 14 per cent is Negro, six per cent is Indian, and the rest is mestizo (mixed).

Panama is a rural society within a tropical area where forest and other uncultivated land comprises 85 per cent of the territory. It has two seasons: winter, lasting about nine months during which the country receives heavy rainfall, and summer, which runs from January through March. Subsistence agriculture and a concentration of landownership are the two main features of the economy. Only in the cities of Panamá and Colón is commerce predominant. The chiefly rural economy and the social structure present numerous problems similar, I am sure, to those confronting Volunteers in other countries of the world.

With the arrival last November of 28 additional Volunteers to work in public health, we now have a total of 57. They are working in 44 communities spread throughout the country's eight provinces. In addition, they provide service in many smaller communities adjacent to their main working sites.

Since its early days in the republic, the Peace Corps has become closely allied with the Ministry of Agriculture and the Public Health Dept. Substantive programs have convinced the government of the grass-roots value of Volunteers.

Some Volunteers have been particularly successful in community-development programs — latrine construction, craft projects, public-health education programs, school and family gardening, and assistance in medical services. The more technically trained Volunteers—such as our laboratory technologist and agronomist—are working directly within the ministry's programs.

Service to Spread

A program for service to the more outlying areas of Panama, particularly the Chiriquí Lagoon in Bocas del Toro and the San Blas Islands, has been recently started, and Volunteers already have begun community-development projects.

Self-help housing in La Chorrera and La Concepción of Panamá province is developing with promising results. A summer-camp program under the joint sponsorship of the 20-30 Clubs of Panama and the Peace Corps has been developed for the summer vacation.

Future programs, particularly in agrarian reform and community development, will add new dimensions to the productive Peace Corps operations. Additional agricultural and co-op Volunteers will amplify this area of service.

Digging in a garden, Volunteer Larry Bean of Winooski, Vt. works with children in community of La Pascuala. He and citizens have completed school garden and four family plots.

Latrine project is discussed with officials and reporter by Representative David Boubion (center) and Volunteers Douglas Browne of Springfield, Ore., and Tom Clarke of Jarratt, Va.

Village Finds A Dam Is Key To Self-Improvement

You cross a river, and after six miles of walking on a narrow trail, you come to the last two miles, which are straight up a rocky hill. On the crest is La Pascuala. This *campo* has 36 houses all alike—palm roofs and walls of woven sticks. The population is 300, and not one person has an income outside the rice and corn sold to the stores of Soná.

We found water problems and nutrition problems and the misery and disease that go with unsanitary conditions. We found one latrine, which the school had started.

The teacher wanted to teach the children the benefits of vegetables in their diet, so we started on a school garden. By doing this we got to know the leaders of the community. To them we explained the need of latrines to promote sanitation and better health. They listened, but we knew that we had to show them we wanted to help them help themselves.

An opportunity came soon. We noticed that the women lacked water for laundry during the dry season. The spring flowed all right, but the water just ran off in thin trickles every which way. We suggested putting up a dam to control the water. We built for a day and a half, using rocks and clay. The women seemed to push the men to finish the project. When we were done, the women had ample water for their laundering, and we had an example of what a community could do if the people worked together.

Later, we again explained to the men the importance of latrines. After a couple of weeks, they decided that if we would show them how, they would dig the holes and pour the cement for the tops and seats. The cement was a problem; the people couldn't afford it. We gave four sacks for the demonstrations and then asked the Ministry of Health for some of the supply it gives out for sanitation projects. We anticipated a long wait, but in one week we had 30 bags of cement, free.

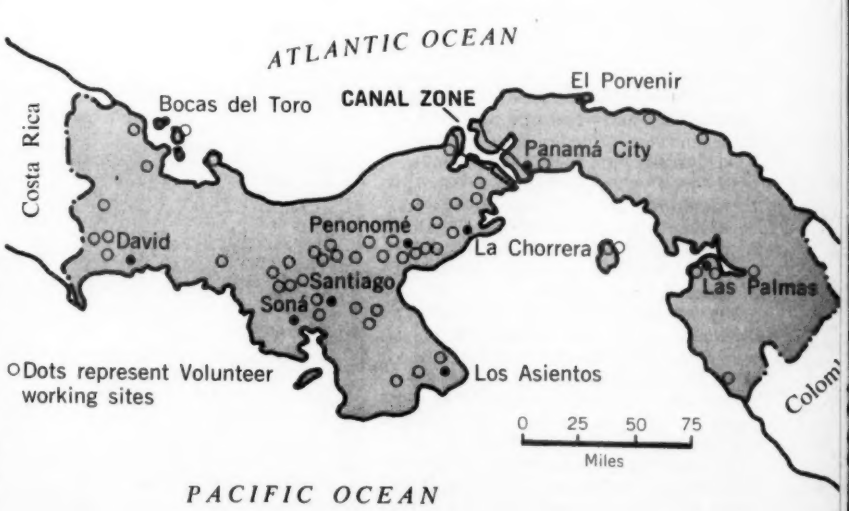
The cement was brought in by boat, and carried the last two miles up the hill on horses' and men's backs.

—Larry Bean
Winooski, Vt.

Rain Washes Out Garden Project

Llano Largo is a village of 300 persons about 90 minutes' walk from Soná. A school and about 10 houses make up the village proper, and the rest of the people live in the surrounding hills. The farmers grow mostly rice. They own no land, but the big landholders allow them to use hillsides which are of no use as cattle pasture.

I began by working with the children in the school. There are two teachers, 52 pupils in grades 1 through 6. The



children wanted a garden. A meeting of the fathers decided to clear land behind the school and fence it to keep out animals.

On Saturday, 25 men showed up to work. The next week the boys and girls worked the land. Meanwhile, we bought seeds: tomatoes, carrots, cabbage, cucumbers.

When the land was ready, we planted. No sooner had we finished than a downpour came. All we could do was wait. In a few days, a few green shoots pushed up: tomatoes, cabbages, and three carrots. But the cucumbers! Llano Largo is now known as the Cucumber Empire of Panama. For the rest, we will plant again.

—James Clark
Greenville, Pa.

Friendships Help In Troubled Times

That night (Jan. 9, the day of the Panama City-Canal Zone violence) I was treated with the utmost kindness and invited to various Panamanian homes to have dinner and to converse peacefully with my many friends here who were looking after my best interests. Most of these people thought that the student demonstration was ridiculous. I repeat: I could not have been treated in a more amiable manner.

—Tony Masso
Providence, R.I.

Citizens Carry Out Latrine Program

First, I had to familiarize myself with Los Asientos. I decided that making a public-health survey and a map would give me an excuse to scrutinize every aspect of the community. Within 30 days, I knew the number and location of dwellings, latrines, and wells; who owned what land; and the attitudes of the people. At the same time, a health committee of six men was organized, each man to be responsible for a district. It was encouraging to learn that the committee on its own initiative set a 30-day deadline for hog owners to get their swine out of town and pen them up.

My survey showed that of the 142 dwellings only 63 had latrines. This fact was responsible for the high incidence of intestinal parasites, said to be over 90 per cent. A great majority of people promised to build latrines, and within two months of my arrival, 24 latrines were under construction. Within the next two months, I was away on other assignments for as long as two weeks at a time. I subsequently departed for good, but when I left, over 65 per cent of the target number were complete and in use. Now, four months later 76 (more than 95 per cent) are finished, and the hogs are still a healthy distance out of town.

—Arnold Maynard
Los Angeles

Volunteer Finds Site a Paradise

You [David Boubion, Peace Corps Representative] have sent me to Paradise here; if ever you want to move me from San Blas you had better come in a pretty fast boat because you will have to catch me first. The life is exhilarating and the people endearing. They are taking this Peace Corps line seriously and giving me a real San Blas education—sailing, fishing, camping, customs, etc. I fear I shall never be able to do as much for them as they are doing for me.

—Bill Myers
Moorpark, Cal.

Health Center at Lidice, Panama, nears completion. In foreground are Volunteer Donna Drewiske and Señora Rivas, vice-president of Lidice's health committee.

Mending nets with men of Montijo is Darrell Schmidt of Hays, Kan., who is helping with their fishing project. He also teaches English and gardening classes.

Inspecting new latrine with men of Los Asientos is Arnold Maynard (with glasses). In story at left, he describes the latrine project he started in Los Asientos.

International Scene

Volunteer Idea Is Expanding

Young people in three more nations will soon have opportunity to join service corps for work abroad and in homelands, while a fourth country has announced plans for expansion of its voluntary service overseas.

Great Britain will accelerate the flow of volunteers going to overseas posts and plans by next September to have 800 at work, a government spokesman said recently. There are now about 550 Britons serving in developing countries, supervised by four different agencies. By 1965, the number should rise to 1300, of whom 1000 will be college graduates. The voluntary services now accept college graduates, 18-year-olds out of school, and industrial apprentices. The government will also increase its financial support, and a new body called the Council for Volunteers Overseas will be set up to advise the different organizations. Prince Philip has agreed to accept presidency of the council, leading British newspapers to call the overall groupings the "Prince's Corps."

The Swedish government has authorized a study to prepare plans for a youth service organization, and a representative recently spent two weeks visiting Peace Corps headquarters in Washington, training projects in Colorado and New Mexico, and Peace Corps Volunteers in El Salvador.

In Africa, the government of Kenya plans to establish a national youth service patterned after the former Civilian Conservation Corps in the U.S., intended to relieve unemployment, teach skills, and give youth a new purpose. Initially, 3000 young men and women are to be recruited. Brigades will be assigned to a broad range of Kenyan public-works projects, from building roads and dams to irrigation projects. Members will be given housing, food, uniforms, and small monthly allowances, plus special training and citizenship courses.

A national volunteer corps was planned to be under way in February in the West Indies nation of Jamaica, which will recruit volunteers on a part-time basis at first for work in several fields, including community development, athletics, teaching, and vocational training, all within the country.

Crossroads Africa Passes 5th Birthday

An overseas service organization which antedates the Peace Corps by three years celebrated its fifth anniversary recently.

Operation Crossroads Africa, a private agency that initiates self-help programs in Africa through the co-operation of American, Canadian, and African youth, has sent more than 1000 persons abroad on summer vacation missions to serve on 85 work projects in 25 countries of east, west, and central Africa. Establishment of the Peace Corps three years ago apparently had a salutary effect on the number of applicants for Crossroads service—in 1961, 1500 applied for the summer duty, and in 1962, after the Peace Corps was in operation, 3000 made application.

This year 310 students, professors, teachers, athletes, agricultural workers, doctors, and nurses—who raise about 40 per cent of their own travel and living costs—will be at work on 25 projects in 20 African countries.

More than 150 former Crossroaders have volunteered for Peace Corps service, and another 50 are working abroad in other kinds of programs.

Internships

(Continued from page 1)

where they were addressed by speakers including Sen. Hubert Humphrey, Rep. James Roosevelt, and Housing Administrator Robert Weaver, the interns were dispatched through the East, Midwest, and South to spend a year training with major public and private agencies working in the human rights field.

The former Volunteers participating, and the agencies to which they have been assigned, are: Edith Barksdale (The Bronx, N. Y.), Encampment for Citizenship, New York; Elinor V. Dobbins (Champaign, Ill.), New York State Department of Education, Albany; Joan Franklin (Detroit), Legal Defense Fund, N.A.A.C.P., New York; James Gilbreth (Joplin, Mo.), Missouri Commission on Human Rights, Jefferson City; Kenneth Rashid (Rockford, Ill.), United Neighborhood Council, Washington, D. C.; and Newell Yeager (Rochester, N. Y.), Monroe County Human Rights Commission, Rochester. As Volunteers, Yeager worked in rural community development in Colombia, Miss Franklin was a university teacher in Nigeria, and the others were elementary school teachers in the Philippines.

During their Washington orientation, the interns studied such subjects as discrimination in housing and employment and de facto school segregation, as well as religious frictions and problems of many ethnic minority groups. They were welcomed to the program by Frederick B. Routh, executive director of NAIRO, who told them they were entering "a field in which you'll be working, hopefully, the rest of your life."

When they complete their year's training, for which they will each receive a $5000 grant, the interns can expect to find jobs at an average salary of $8500, Routh said. "We could place 100 of them right now," he added.

Demand for such workers in the U.S. is high, he observed, with the Government, industry, civil-rights groups, labor unions, church organizations, state and municipal human relations commissions asking for new people. It has been estimated that there are 2500 to 2800 full-time professional race-relations workers currently on the job in the U.S., with 90 per cent employed since 1944.

Volunteers interested in applying for the Foundation program should write to the Career Service Board, National Association of Intergroup Relations Officials, 2027 Massachusetts Ave., N.W., Washington, D. C.

Applicants need not have college degrees, but those without degrees should have work experience in community relations or organization, teaching, law, adult education, social work, or allied fields. Academic degrees in sociology, anthropology, political science, economics, psychology, or public administration are desirable.

Returning Volunteers Head Back to School

After completing Peace Corps service, what do Volunteers do when they return to the U.S?

Most continue their education, a report from the Peace Corps Volunteer Career Information Service shows.

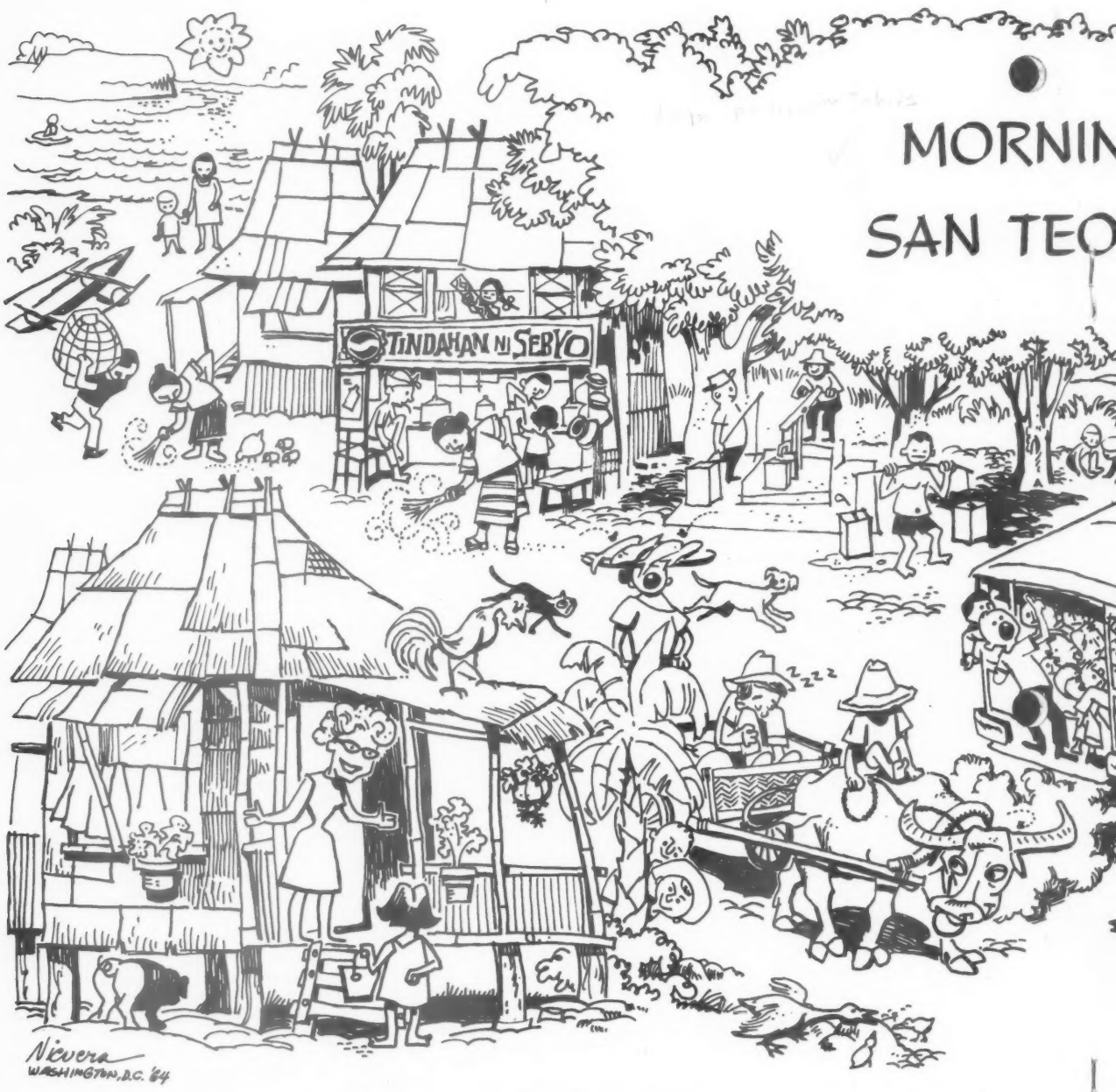
More than half of the 545 Volunteers who completed duty in 1963 are now in school. Of 266 listed as back on campuses, 192 are in graduate work, 53 in undergraduate programs, seven in teacher certification, and 14 in nondegree programs. They are attending 113 colleges and universities. Ninety-nine former Volunteers have received assistantships, fellowships, or scholarships worth a total of $214,000.

Seventy have gone directly to teaching posts, with 65 in elementary and secondary schools, and five in college and university positions.

Business and industry have attracted 82 returned Volunteers, and 69 have gone into federal government jobs, including 51 who have taken staff positions with the Peace Corps.

In other categories, the report lists 26 women former Volunteers as married and not working, and six men now in military service.

Career plans for 26 of the first 545 to complete service were not known in early February—they were still travelling, en route to the U.S.



MORNIN

SAN TEO

By Judy Lesner

Morning comes to San Teodoro with sound, even before light. The stage is still dark, though the curtain is up when the horn of the bus announces its first trip to Calapan, the provincial capital, as it makes its rounds through the town. This mechanical device seems to be the signal to our numerous roosters. They begin to hold forth and shatter the city dweller's conception that a rooster crows once at dawn and then settles down to a day of silent mastery of his noisy hens. Our San Teodoro roosters don't believe in this sort of nonsense. The pre-light bus horn starts the chorus which sporadically continues throughout the day and into the night.

The roosters, as nature's alarm clocks, trigger human activity in the awakening town. The soft sound of bamboo brooms on dirt can be heard. As the light slowly comes up, we can see the older women and younger children already at work. They bend from the waist, sweeping with the mysteriously short brooms of the East, with their free hand lying across their bent back as if for support. Some of the children are short enough so they don't have to bend, and many of the old women are now permanently fixed in the sweeping position by age and much work, but for the in-between, it's hard and tiring. They are all sweeping away yesterday's human and animal debris from their yards and doorways.

If you listen really closely, between the self-important pronouncements of the roosters, you can hear the padding of feet heading toward the sea. I have not mentioned the sound of the sea for it is an always sound, not a morning one. It is the background of life here as our house is only a few yards away from the

shore. It is the soft accompaniment to a day, and is only noticed as an active sound when it is particularly rough, or late at night when it is the only sound. The morning march to the sea is not to view the beauty of the sunrise, which has just started to make the sea look golden, but to fulfill everyday needs. The sea is both toilet and shower for San Teodoro in the privacy of the morning's half light.

At about the time of the second bus trip, somewhere between half light and three-quarter light, sound again demands our attention. The bells of the church herald the beginning of the spiritual day, while the simultaneous sound of the rice mill officially opens the business day. For a short time they compete, the metallic ringing of the bells and the choppy putt-putt of the mill, which makes up for its lack in volume with vibrations which can be felt all over the town. Eventually the bells stop ringing, and the mill continues alone, triumphant in Catholic San Teodoro.

The light continues to come up, gradually revealing more of the town to us. The roosters command attention for a moment. They are parading through the streets of town screaming their importance at each other and at all who happen to pass. A man suddenly appears and offers them a coconut shell of water, at which they imperiously take turns sipping while the others continue their call. They compete with the rice mill to be the voice of San Teodoro. They persevere in their challenge longer than did the church bells, but are no more successful.

We can see the march of the population back from the sea, but we can no longer hear the shuffle of their steps. For by now San Teodoro is so alive with other voices that many of the early morning sounds become inaudible. We see the boards being taken down from the fronts of the wood-and-nipa stores which seem to be at the bottom of every other house. Many of them have a stock which consists of three partly-filled shelves—total worth about 10 pesos ($2.50). With the perpetual credit, it is a mystery how they can have anything on the shelves. It is likely that they, too, are operating on credit from the larger stores where they buy. Very little real cash is ever seen.

With the opening of the stores, the inevitable benches appear out front—the cafes of San Teodoro. And on them, also inevitable, are the older men and the jobless younger ones, sitting under the hanging stock of coils of rope, bundles of candles, and rows of chamber pots. Sometimes their meditation is disturbed by the appearance of a farmer pushing a cart with produce to sell or the appearance of a fish woman—scrawny, wrinkled, but erect under her basket of fish, which, if you appear interested, she will remove from her head to let you examine as she loudly describes their virtues. One of the men suddenly gets up, crosses the road and picks up a rooster for examination in a none too gentle manner. Strangely enough, the rooster does not object, and for the first time this morning is totally silent for more than three minutes. But his companions, however, loudly console him on the temporary loss of his dignity. At various times other men repeat the process. These are the birds that are stars of the Sunday cock fights. Thus, their frequent appraisal by the men in town.

A little girl with a pail comes up to the porch to ask for our garbage, as we are one of the few residents in town with an empty piggery. She leaves with her pail still empty—an earlier visitor has beaten her to it. The pigs themselves soon begin to make their presence known—they join in as bass voices in the San Teodoro chorus, whose roosters are slightly over-reaching sopranos, and whose still-hidden goats make a fair attempt to fill the alto parts. The pigs are relatively quiet going about their business of rooting up the main streets of town to satisfy their morning hunger pangs.

The people, sharing this hunger, begin to think of food. A boy walks past with a load of firewood, a woman and young girl come past struggling with a large oil can of water from the town well. We have our own pump, but not all are so favored. Other residents of both sexes go past with pails, cans, buckets, baskets, newspaper bundles, and other containers of necessary materials for the morning meal. Other signs of preparation begin to be visible as the noise of the third bus trip is heard. Smoke begins to creep out of the windows, doors, cracks in the walls and floors. The sound of water is heard being poured from windows and through slat floors. If you look through the windows you can see the man of the house in his shorts and undershirt and the woman in her habitual duster picking up the mats and transforming the room from bedroom to *sala*.

The full light of the sun coincides with the bus's fourth trip and the laborers can now be seen on their way to work, carrying shovels, bamboo, lengths of wood, and the other necessities of their trades. The children start off to school, the housewife starts her cleaning, and I can hear the noice of a bolo splitting bamboo in our backyard. Perhaps our fencing will be completed today, tomorrow, or some day. The stage is set now, the sun's light is up, and the action of the day can finally begin.

—Reprinted from *Ang Boluntaryo*,
Peace Corps/Philippines publication

Judy Lesner (The Bronx, N.Y.) is a 1963 graduate of Hunter College in The Bronx, with a degree in speech and drama. At Hunter, she served as secretary and stage manager of the Hunter College Theater workshop and co-student director of the Hunter College Speech Clinic; she worked for three summers in a camp for handicapped children. She is stationed on the island of Mindoro in the Philippines, where she is working as a teacher of English and other elementary-school subjects in the barrio of San Teodoro, Oriental Mindoro. **Besflores Nievera**, a Filipino artist, has worked in Manila and now is art director of a studio in Washington, D.C.

CAMEROON

African Republic Unifies British, French Backgrounds

Lawrence E. Williams is Acting Peace Corps Representative in Cameroon. He graduated from Yale in 1953 and studied business administration for 18 months at the University of California in Berkeley. Before joining the Peace Corps, he had worked as a systems-and-procedures analyst for a California company and as a public-affairs assistant for 2½ years with the U.S. Information Service in France and Algeria. In the early days of the Peace Corps, Williams was one of the pioneers conducting exploration for Peace Corps programs in French-speaking Africa, especially those now running in Morocco and Ivory Coast.

By Lawrence E. Williams

Cameroon is unique in Africa for a variety of reasons. The great differences of climate, topography, flora, fauna, and tribal groupings and cultures found within its borders are probably more numerous and more significant than in any country on the continent. It is also, of course, singular in being the only state in Africa where two territories formerly under British and French domination have combined in a federation, thus joining two regions of differing languages and institutions. It is the significance of the attempt to amalgamate the political and economic institutions of two such territories of diverse backgrounds that makes Cameroon a more important country than its size and economic strength would ordinarily lead one to believe. The success or failure of this bilingual federation has great implications for future regional or Pan-African associations of states. Finally, Cameroon is unique in Africa for us in the Peace Corps here, simply because it is "our" African country that has so readily adopted us and that we have so quickly adopted in return.

The 90 Volunteers here are involved in education and in community-development work, two of the most interesting fields in which to observe the development of the country. The 40 Volunteers of the first group arrived in September, 1962, to teach in secondary schools and in teacher-training colleges in West Cameroon. Then in September, 1963, an additional group of 52 Volunteers arrived, among them 27 teachers to help open new schools and expand the capacity of existing secondary and teacher-training institutions. Fifteen of the 52 Volunteers arriving then were assigned to the Ministry of Community Development of West Cameroon. Also, last September witnessed the entrance of the Peace Corps into East Cameroon for the first time when 10 of the new Volunteers took up their posts as teachers of English in secondary schools.

The Cameroon program has developed in a fashion not unlike many other Peace Corps programs throughout the world. Particularly during the early days we certainly had our logistics problems. Few of our Volunteers in the tropical rain forest will forget the experience of riding in "green bathtubs," a nickname they gave the Jeeps which arrived during the rainy season without their canvas tops. When it is the rainy season here, it *rains* —some 200 inches within a few months' time. Furthermore, our teachers have had difficulties stemming from a lack of curricula and textbooks, and sometimes from their own inexperience. As in other French-speaking areas, our English-teaching Volunteers have encountered resistance, particularly from French colleagues, to using modern methods of teaching a foreign language. Then, too, the community-development people have not always had smooth sailing. Materials, manpower, and tools did not always arrive at the right place at the right time, and thus work was delayed.

For a few persons, housing was not provided as promised. But in retrospect our problems of logistics, housing, and teaching materials have been not really serious in comparison with what they might have been—although they might have loomed large to the Volunteers affected at the moment. It is a tribute to the Cameroon group and to their training that in the face of such frustrating problems they—like most Volunteers elsewhere—maintained their equilibrium and sense of humor. Their patience served them well, allowing them to adapt to unforeseen obstacles and delays, to find other solutions to achieve their ends, or simply to await calmly succeeding developments. These problems were overcome in ways not unlike those of other projects described in previous issues of THE VOLUNTEER. Therefore I should like to emphasize here those aspects of the Cameroon project which may be unique or at least unusual.

Of interest regarding the teachers in West Cameroon is their numerical importance in the secondary and the teacher-training schools of the country. When independence came, many of the expatriate teachers left the country. A number of institutions were so deranged by the departure of these teachers that they were forced either to curtail their enrollment or, in a few cases, to close their doors. At the Government Trade Center in Ohmbe, for example, it was not until Americans — both Volunteers and Agency for International Development people—arrived in the fall of 1962 that the school was able to reopen. At one point during the first year of Peace Corps operations here, Prime Minister Foncha of West Cameroon was moved to say in a speech: "Today all these institutions which should have been closed are moving well. Fourteen teacher-training centers and secondary schools are staffed with Peace Corps teachers and there are hopes for the establishment of more secondary schools. In addition, one of our highest institutions has been opened this year from the same source of aid. The College of Arts, Science, and Technology is a creation which was made possible only by the American government." (He was referring here to AID as well as to the Peace Corps.) At present, the Volunteer teachers in West Cameroon represent more than 34 per cent of the teaching staff in all secondary and teacher-training schools. Largely due to the presence of these Volunteers the enrollment in these institutions has increased from 1807 in September, 1961, to 2767 in January, 1964.

Building Projects

The community-development Volunteers in West Cameroon have been on the job only since September but already have made a considerable impression on the country in building roads, bridges, water points, and clinics, and in helping to organize literacy classes and youth groups. In constructing more than 20 miles of roads and mapping more than 70 miles of preliminary road traces, Volunteers have worked closely and fruitfully with AID personnel attached to the Ministry of Community Development. AID has provided $285,000 worth of road-building equipment and materials to the ministry to create basic farm-to-market roads. Two town-planners have already worked on studies of a number of communities and inspired scores of other growing villages and towns to request their services. Although the Volunteers are indeed working in community development, they are not usually doing the type of development work performed by Volunteers in Latin America. Here their role is not so much to assist villagers in defining their problems and agreeing on a solution to be communally implemented; rather their role is to assist the ministry in responding to the ever-increasing pleas of the villages for technical assistance to tackle projects deemed necessary for their progress. In effect, the Volunteers provide technical assistance and training to the community-

About the Country

The Federal Republic of Cameroon is divided into two main regions. The Western Region, formerly under British administration, has a population estimated at 900,000 and an area of 16,581 square miles (a little bigger than New Hampshire, Connecticut, and Rhode Island). The Eastern Region, formerly under the French, has a population estimated at 3,200,000 and an area of 166,800 square miles (a little smaller than New York, Pennsylvania, Ohio, and Indiana). Cameroon was a German protectorate from 1884 to 1916 but was split following World War I into two League of Nations mandates, one under British and one under French administration. These in turn were converted after World War II into United Nations Trust Territories. On Jan. 1, 1960, the French trusteeship became independent as the Republic of Cameroon, with Ahmadou Ahidjo as prime minister. Following a UN plebiscite on Oct. 1, 1961, the southern part of the British trusteeship joined what is presently known as East Cameroon to form the Federal Republic of Cameroon, with Ahidjo as president, while the northern part chose to integrate itself with Nigeria. The federal republic has three main linguistic groups: the Bantu-speaking peoples who live in the southern forests; the non-Bantu or "Sudanic" peoples, such as the Fulani, Hausa, Gbaya, and Laka who live in the north and center; and the Bantoid tribes in the west. The federal republic's official languages are French and English.

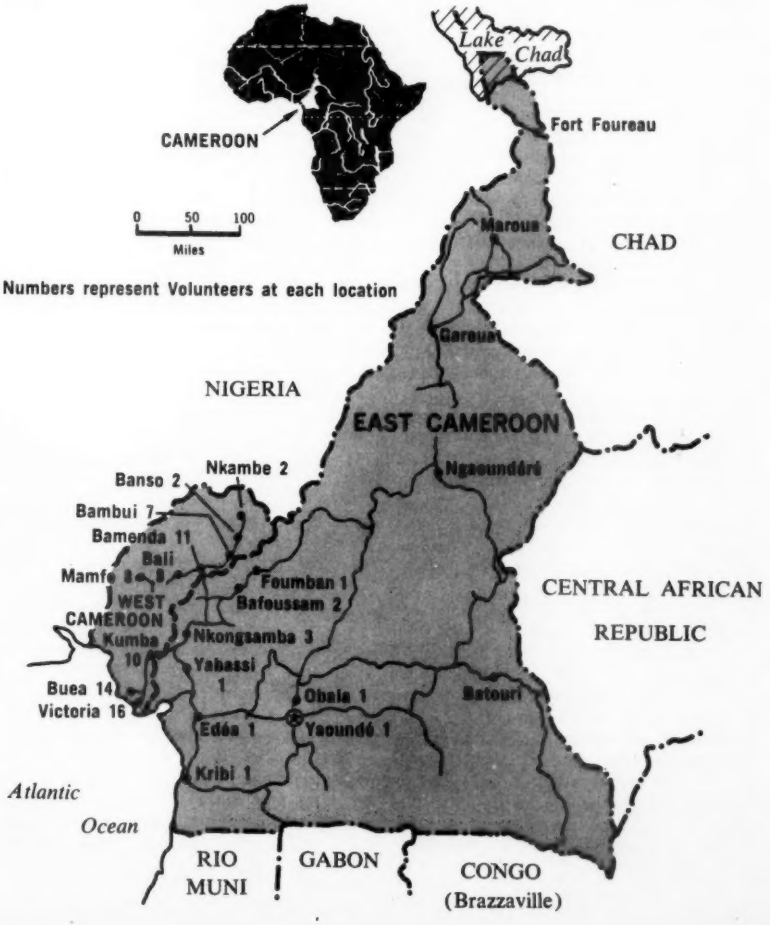
development field workers and help to organize and plan the field activities of the ministry. Organization and planning are probably the activities in which the Volunteers can be of greatest assistance both now and in the long run. The ministry can obtain any number of field workers capable of building simple bush roads, water points, schools, and so on. What is seriously lacking, though, is a knowledge of work on the next higher level: how to plan and perform projects in an organized fashion utilizing efficiently manpower, materials, equipment, and transport within the framework of ministerial budgetary, accounting, and programming requirements.

The Volunteer English teachers working in East Cameroon secondary schools are notably favored in their work by the high degree of motivation among East Cameroonians to learn English. The French-speaking people of East Cameroon, particularly those with some education, seem eager to learn sufficient English to enable them to communicate with their West Cameroon countrymen and to advance their careers by being able to speak both official languages of the country. Their desire is evident in the large number of adult classes our Volunteers conduct weekly and in the faithful attendance of the students. Another unusual feature of the Volunteer English teacher's work is the opportunity to assist the Ministry of Education in seeking a formula which will give appropriate weight to teaching conversational English (given the urgent need of the country to become bilingual) while making sure sufficient emphasis is placed on grammar and translation to enable students to pass the traditionally academic national examinations.

The last unusual (in degree, at least) aspect of the Cameroon Peace Corps program is the emphasis we have placed in encouraging Volunteers to become active participants—citizens, if you will—of their communities. Many Volunteers are so consumed by the demands of the primary job that they sometimes (at least early in their tours) have difficulty in breaking away sufficiently to know their communities intimately and to become active members of them. This is particularly true of teachers whose responsibilities to the school do not cease when they leave the classroom. But it is also applicable to Volunteers in community development as well as in other fields.

Important Element

Why is this element so important for the Peace Corps and for the individual Volunteer? The Volunteer, by exposing himself to people other than his students and colleagues, and through sharing work and play situations with the people of the community, will learn much more about them and the culture of their country than if he restricts himself solely to the life of the school or to the role of technician attached to a ministry. In addition, he should be able, with this greater understanding of the people, to perform his job more effectively. As many of our Volunteers have experienced, the rewards of becoming an active member of the community are extremely high. It is my impression from observing other Peace Corps programs that the Cameroon Volunteers have, collectively speaking, been unusual in their "involvement" with their local communities.



Many have an intimate knowledge of their areas. Many are active participants in community affairs. Many are learning about the country through working—in literacy classes, construction projects, sports programs, women's groups, adult classes, and agriculture projects — and through simple socializing. During school vacations most of the teachers have worked at one time or another with the Community Development Ministry on various projects all over the country. The prime minister has mentioned on several occasions that they know more about some remote areas of his country than he does. This attention to acquiring experience not connected with the primary job has given most Volunteers insights they would not have acquired otherwise. Teachers have improved their teaching by knowing the culture which shaped their students. Many Cameroonians have, through contact with the Volunteers, learned some truths about the U.S. and its people. And last, the Volunteers have come to feel that they "belong" in Cameroon. Their feeling stems not only from their knowledge of the country but also from their acceptance by the many Cameroonians with whom they have shared experiences. Learning about the country is a never-ending task and we still have much to learn. Progress thus far will aid us well in serving Cameroon as teachers and community-development workers and in making the most, personally, of this enlightening experience.

The Uses of Diversity

Volunteer Darlene Larson (Lakeside, Mich.) took her B.A. in 1958 from Knox College, Galesburg, Ill. She was a teacher when she joined the Peace Corps, and she is a teacher now—at Baptist Teacher Training College, Great Soppo, West Cameroon, where she works with her husband, Gerald, also a Knox graduate ('59) and a teacher.

By Darlene Larson

Can you imagine what it would be like if a different language were spoken in nearly every municipality in the United States? Then, through contact with foreign colonists, the western half of the country learned to speak and write in Japanese while the eastern half learned German?

Think of the inconvenience that would occur if part of our country had school from September to June and the other part had school the year round, with one-month breaks in December, April, and August.

How would the national economy make out if yen were the monetary unit in the West and marks in the East; if pounds were the measurement of weight in the West and kilos in the East; if miles were the measurement of distance in the West and kilometers in the East?

All of these problems and many more were encountered when the former British Cameroon joined with the former French Cameroon in 1961. Since that time, the country's leaders have been progressing as rapidly as possible toward integrating the two diverse regions. But the future of this country and the success of the merger are certainly dependent upon the preparation its citizens will receive through education.

What about the students? At times there seems to be a certain mystery or magic about education; the mystery probably exists in the minds of many students in the emerging African nations. The meaning that education has for them came clear to me one day when a student asked me: "Please, Madame. I think that everyone in the United States must have the School Leaving Certificate [roughly equivalent to a high-school diploma]?"

"Well, yes. Everyone is required to attend school until he is 16 years old."

"Then how can there be unemployment in the United States?"

The student's attitude is understandable. When independence arrived here, most expatriates in government and in business left. Every government office, from agriculture to finance, had vacancies, from ministers to clerks. Every person with a School Leaving Certificate not only was eligible but was sought to fill jobs and to help run the country. Under such conditions, there was no time to try to find out what kind of a student the person had been, or in what subject he had done his best work. Most persons who had any recognizable amount of education were recruited and are now in government service, if not in fact holding key positions in government or in business. No wonder the young men of the country have decided that school attendance by itself is enough to guarantee them income and prestige for life.

But what problems must the decision-makers face in order to secure that magic ingredient in Cameroonian education that will prepare their youth for a happy, useful life? Some of the decisions have been made already. The government has decreed that the monetary unit shall be the West African franc, the system of mensuration shall be the metric system, and the nation shall have both French and English as official languages. The government will run all secondary schools and institutions of higher education, but the states will keep control of primary schools and teacher-training colleges.

Such measures cannot, however, change the old methods all at once. Though West African francs have been the official currency since April, 1962, the old British shillings are still in use in some villages. Children from these villages may encounter francs for the first time when they go to school. It is certain that West Cameroonian children will meet the metric system for the first time in school because even in the markets where francs have been used since April, 1962, it is rare in West Cameroon to buy a kilo or a litre of anything. Even if the merchant has a scale that weighs in kilos, he may have to convert the kilos to pounds before he can quote a price, and then you usually have to buy an amount exactly matching his conversion table. So the schools must educate the citizens in the new ways of their country; to do it, they need textbooks. Texts written in English and dealing with the metric system are rare, indeed. But now, some are needed in West Cameroon, though it is a small region and potential sales here would not interest many publishers.

Cameroon is officially but not actually a bilingual country. Two modern languages are spoken, but each is used in only one part of the country. Corrective action is under way. English, though offered in the East before independence, now is compulsory in all secondary schools; French now is an added requirement in the secondary schools and teacher-training colleges in the West. Perhaps the most interesting experiment is the new Bilingual College near Victoria in West Cameroon. Thirty-five students came from their French-speaking environment in the East, and thirty-five students came from their English-speaking environment in the West. The school staff is bilingual. The aim is that, by the third or fourth year of training, classes in every subject can be conducted in either language, with or without notice.

Standard of Education

A final problem is that of developing a Cameroonian standard of education. In the past, the standards have been enforced from without. As in most former British colonies, students in the West have studied to pass the West African School Certificate set by Cambridge University. Beginning this year, though, students in the West are preparing for the G.C.E., set in London, still an English-oriented test, but comparable to the *baccalauréat* degree which is the aim of the students in East Cameroon. To achieve a national standard, Cameroonian officials asked advice from the United Nations Educational, Scientific, and Cultural Organiza-

tion. Included in the UNESCO report are step-by-step proposals for the organization of a University of Cameroon.

Still to be decided are questions regarding what parts of Cameroonian tradition are to be kept and what parts of the English and French cultures are to be incorporated. When these questions have been answered, most of the problems of syllabus content and examination standards will in time be solved.

How has the Peace Corps helped? More than 70 Volunteers are assisting Cameroon's campaign for education. They are serving in secondary schools, in teacher-training colleges, and even in the College of Arts, which one day will be part of the University of Cameroon. It is a rewarding experience, indeed, to be a part of this unique adventure in education.

Corn Mill Grinds Out The A-B-C's

Joyce Fast of Bloomdale, O., received her B.S. in 1954 from Bowling Green (O.) State University, majoring in health and physical education. She taught for nine years, seven in Orrville, O., and two in Bremerhaven, Germany, in a U.S. Army dependents school. With two other Volunteers, Eleanor Gutowski, Hackettstown, N.J., and Jeanne Adamson, Sacramento, Cal., she is now working for the Ministry of Community Development in Banso, West Cameroon, as a women's training organizer.

By Joyce Fast

In the late 1950s a social-education officer in Nsau, one of the largest tribal areas in the grassfields of West Cameroon, was assigned the task of encouraging village women to participate in literacy classes. The response to the officer's efforts was poor, not because of disinterest but because the grassfield women were chief providers, farmers, mothers, housekeepers, wives, and cooks, and had little time for education. Before they could be taught, they somehow had to be freed from part of their work schedule. The problem was how to do this without upsetting traditional family and social structure.

The officer, a forceful and creative Irish woman, decided that the best way to rally the women to her was to take mechanization to them. But what sort of labor-saving device was within their economic grasp, useful enough to be appealing, and simple enough for them to operate?

The answer turned out to be an ungraceful hunk of cast-iron, unfortunately named the "Colonist," which ground in 10 minutes the same amount of staple corn-flour that it took a woman four to five hours to do by hand with grinding stones. It was an athletic 10 minutes of wheel-cranking but immeasurably easier than using the heavy stones. The advent of the corn mill, and the ensuing growth of the program which bears its name, is a story of social progress, self-help, and education—a story to which we three Volunteers in the Community Development Dept.'s women's section are pleased to add a chapter.

With financial help from the government in the form of a revolving-loan fund, the women were organized into corn-mill societies. They collected the down-payment for the machines and paid the remainder of the debt back into the fund within the first year. Social-education organizers installed the machines in small houses the women had built, and helped to repair and maintain them. Freed from a small part of their heavy work load, the village women had a bit of extra time at last, and with it they gained a chance to improve themselves, to bridge the rift between themselves and their educated children.

Although literacy classes were the original reason for the project, it soon became apparent that there were areas of information of much more immediate concern to the village women. Health practices, sanitation, nutrition, agricultural methods, child care, and all sorts of needle-craft were virtually unknown. With curriculum ready and students primed, the remaining obstacles were the organizing and the housing of classes. The corn-mill society movement had grown so rapidly that teaching individual societies was out of the question. The societies were grouped geographically and linguistically, with the newly formed units electing headwomen and working together to build meeting houses which would become classrooms and gathering places.

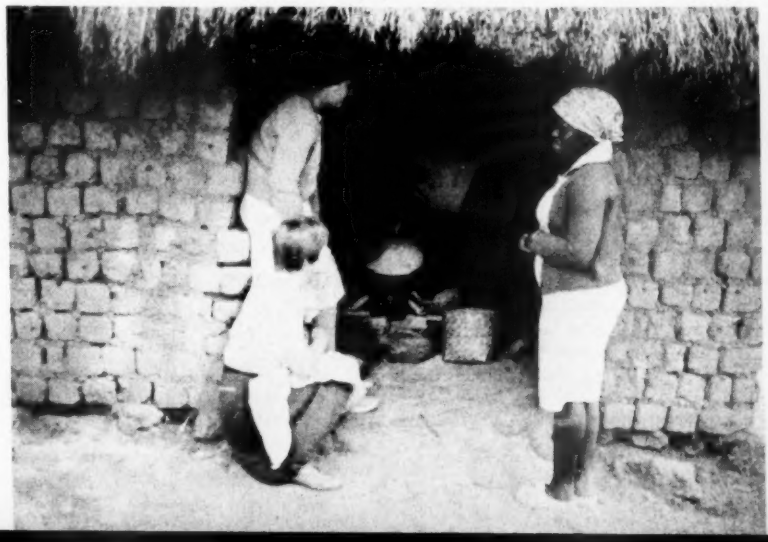
This was the status of the program when the country became independent in 1960. Along with the many other British civil servants, the social-education officer departed, and the promising program, just on the verge of achieving its purpose, faltered. While the reorganizing of government agencies went on, the program lay dormant, its staff without funds, direction, or encouragement.

The new government, soon recognizing the necessity of continuing the education of women, began to support the corn-mill society movement again. A dynamic Cameroonian woman was made director of the women's section of the Community Development Dept. She was joined by a young Nsau woman, who had first become involved in the program as an interpreter, and by a former primary-school teacher. The Peace Corps added us to her staff. Our efforts are now directed toward maintaining interest in the existing groups and extending services to other areas of the country.

End of the story? Not quite. Corn is not grown extensively in the forest region further south, which is distinctly tropical. So the cycle begins again, with a search for another device to play the corn mill's part. The role may fall to a motor-driven cassava-grater, whose only detraction is the additional complication and expense of the motor.

And the women, our students? They are as diverse as women everywhere. Some waste the time the corn mill brings them. Though the women of the grassfields have long been recognized as the most progressive element in the country, they are not all interested in changing their traditional ways. We hope to reach the ones who are ready for change and to learn how to make a better life for their families and themselves.

Volunteers Joyce Fast (standing in entrance) and Eleanor Gutowski (Hackettstown, N.J.) with Cameroonian co-worker (right) inspect corn mill in West Cameroon.



Spare-Time Work Fights Illiteracy

Before he went to Cameroon last year as a Volunteer Leader, Doug Kelley served for a year as Director of Community Relations for the Peace Corps in Washington. He is from Mentor, O. He attended Michigan State for two years, then went to Berea (Ky.) College, where he was granted a B.A. in history and political science in 1951. After a graduate year at the University of Chicago, he returned to Michigan State to take an M.A. in journalism in 1958, then went on to Harvard to earn a master's degree in public administration. Before coming to Washington, he had worked in Germany, taken a study tour of India, the Middle East, and Europe, and participated in Operation Crossroads in Nigeria. With him in West Cameroon, where he works with 14 community-development Volunteers, are his wife, Cynthia, and two sons.

On a tea estate at Small Soppo in Cameroon, Volunteer Beth Carey (Albany, N.Y.), a math graduate of Nazareth College, Rochester, N.Y., teaches a literacy class.

By Doug Kelley

How many American teachers would take on two or three additional classes a week, in their free time, for the equivalent of 70¢ a month?

This is the chore accepted, for the past several years, by scores of West Cameroonian primary-school teachers. Two or three afternoons a week, these teachers—after the close of their regular school day—have been teaching adults to read and write.

The classes consist of 10 to 25 adults, usually both men and women, and generally meet in the primary schools. Teachers must have successfully completed six years of primary school. The only requirements for the adult pupils are that they must be 15 or more years of age, that they must understand spoken English or pidgin, and that they must attend class regularly. Literacy certificates are awarded those who complete the "C" (beginning), "B," and "A" courses and pass a short written examination.

The cost of a primer is 52 Cameroonian francs, about 20¢. Texts used are the primer, teacher's guidebook, and (for the "B" and "A" classes) Books I and II of the *I Will Speak English* series (Longmans, Green & Co., London; first published 1953). Also used by the teacher, to introduce simple arithmetic useful in marketing and other daily activities, is Longmans' *New African Arithmetic*, Books I and II.

To teach the alphabet, in the opening sessions of the literacy course, West Cameroonians use a series of five 20 x 30-inch illustrated wall charts published by Philip & Tracey Ltd. (Fulham, London S.W. 6).

The program is at present administered by West Cameroon's Community Development Dept., which distributes the materials mentioned above and a brief syllabus (of which Peace Corps Volunteers literacy workers may request single copies from the writer, at Community Development Dept., Bamenda, West Cameroon). Community-development assistants—Cameroonians, most of them former teachers—visit the classes and advise the teachers. Community-development assistants, however, like most of the 14 Peace Corps Volunteers assigned to the department, must devote most of their attention to construction projects: roads, bridges, health centers, and water points.

Literacy classes now usually meet in the afternoon, since few rural Cameroonians want to leave their compounds after dark or to be put to the expense of buying and operating the lamps needed for night classes. Thus an acute shortage of literacy instructors is likely to result when the primary schools change hours, next September. Instead of holding classes from 8 to 2, many are expected to run through the afternoon.

We hope that "extracurricular" literacy work by Peace Corps Volunteers and other non-Cameroonians (including Dutch agricultural volunteers) can help fill some of the gap. Few four-to-six-hour-a-week activities can offer greater satisfaction, as I am learning through doing literacy work in my own front yard, in a chief's palace, and in the local prison. Economist-Ambassador John Kenneth Galbraith emphasizes the vital role of widespread educational advance in economic development. Mass literacy is the cornerstone of the whole structure.

Pascal Has High Hopes For New Year

Volunteer Carl Stinson of Bath, Me., received a B.A. in 1963 from Colby College, Waterville, Me. He majored in economics. Stinson is teaching English at a government secondary school in Kribi, East Cameroon.

By Carl Stinson

It was New Year's Day and we were sitting in a split-board, mat-roofed *case* in the African *quartier* of Kribi. Pascal Ondua, a young mechanic, sat opposite me contentedly sipping beer while we waited for his co-worker and brother-in-law, Jean-Marie, and his wives to serve dinner. "How happy I am to see the New Year," Pascal told me in French for at least the fifth time. In his voice there was a note of sincere thankfulness and even of wonder as if there was an all-too-real chance that he might not have seen 1964. But tonight, forgetting the anxieties of his uneasy life, he joked and cuffed playfully the half-dozen children running around.

He forgot also that his only child had died two months earlier and that he had not been paid in two months. During this time he had been supported in the

tradition of African familial socialism, by Jean-Marie. This support was given as a matter of course and without any sense of debt on the part of the recipient. Yet both knew that their roles could be quickly reversed in the future and that this reversal of burdens would be effected with a large measure of good will.

Pascal's utter contentment with his good fortune made me wonder if he had some plan for the new year. When I asked him what he wanted most, he replied that he hoped to receive a training program in France to study mechanics. Why? "If I could study in France, when I came back I'd be somebody and I'd also be a better mechanic." He continued to tell me how much he loved to work with his hands—a rare desire among educated Africans.

After knowing a few Africans here one realizes that "training in France" is almost everybody's goal. Therefore, I was unsatisfied with his response and pressed further. Pascal replied simply that except for this training he had everything. Perhaps he did. He had the one thing for which Americans pay large sums: security.

Pascal's security came not through savings or insurance programs but through familial love and generosity and necessary solidarity in the face of familial problems. Further, he still had his attractive, healthy wife and the possibility of rearing more children. In a society based on the family and where life is often very difficult, the children become the important hope for the future of the family. A childless woman is an unhappy person, often scorned.

Pascal had not, however, given me the complete story. Although he was content with his present lot, it was more a result of necessity than of fulfillment. He limited his desires because he didn't know how to fulfill his more ambitious longings. He finally admitted that, like men everywhere, he wanted "everything." Without his actually saying it, I felt he meant the "good life," the life we all seek without ever quite defining it. But for him, the definition of this life is even more difficult.

We of the Atlantic community have a Protestant Reformation, a Poor Richard, or a Horatio Alger to inspire our dreams and desires; the young African has nothing but centuries of traditional response to the hardships of disease, malnutrition, and a subsistence-level economy. At best his background is a dismal inspiration to progress.

Nevertheless, as we went to the table and Pascal told me, with a warm grin, that we must eat and drink heartily this new year, I could not help feeling that in spite of all my good fortune, or perhaps because of it, Pascal was going to live the new year just a little more fully than I.

Three Boys and a Fish Net

Recently, I passed a weekend with three African friends at their fishing camp on the coast of Cameroon.

Denis came down to Kribi to meet me and together we bicycled to the camp, 13 miles north along the coast. I began firing questions at him immediately and learned that he had been at a Catholic mission school in Garoua, lost his tutor (i.e., provider of room and board), and in returning home was in an auto accident which hospitalized him for five months. After all this, he decided he'd had enough and came back to Kribi to fish. The second boy, François, had been in school in Yaoundé, but when his older brother, who was paying his school expenses, lost his job, François, too, was forced to leave school. Michel had left school at 16 because he saw no opportunities which would be open to him after finishing.

In spite of these difficulties the boys were not discouraged. They have a deep attachment to the sea and, unlike many persons, no fear of hard work. Most important, they had enough education to figure out some progressive plans. They borrowed a net from another villager and started to fish. After three months of fishing and saving (almost unheard of among villagers), they returned the net and made a down-payment on one of their own. Then they built a large, sea-worthy dugout canoe, called a pirogue. This was seven months ago. They now have two nets and nearly enough savings to buy an outboard motor.

Turning away from their personal lives for a moment, I began questioning my friend about the villages we were passing. Most of the people were Batangas, Denis's tribe, and the most numerous people along the coast south of Edea. There were, however, several Mbia villages interspersed. As we went along, Denis would occasionally call *ambolo pei* (hello) to one of the villagers, afterwards explaining, "That is my brother-in-law," or "This is my grandmother's village." Once he said, "Here is my uncle's family. We're prohibited from marrying into this village."

I asked Denis how the Batangas got along with the Mbias. He replied that the Mbias were poor fishermen and they tended to be rather heady, but he admitted that the two peoples got along pretty well and occasionally intermarried. In fairness to the Mbias, they live both in the woods and on the coast. The Batangas are strictly a coastal people, earning their living, with the exception of small plantations of manioc (cassava), almost totally from the sea. This explains their relatively greater skill at fishing.

These two tribes live closely together, which is perhaps a reason for the lack of serious antipathy between them. Still, tribalism does present problems to national unity. Around Kribi, one is even more aware of the fact, as there are more than five tribes represented in the population. Nearly every official speech emphasizes that regional and cultural differences must be overcome or at least overlooked. As are many of Africa's problems, the situation is improving, but it will be years before it is eliminated.

When we arrived at the campsite, all the fishermen were avoiding the hot mid-afternoon sun by sleeping in the shade. This relaxed scene soon turned into a whirl of activity as the others got up and prepared for the rest of the day's work. Three men went off to cut wood to continue smoking the fish already caught, while the rest of us pushed two pirogues into the water to go haul in the two 100-yard drift nets bobbing in the offshore surf. The catch is rarely productive in the evening and from the two nets we got only two *thon* (a species of tuna, weighing 4-6 pounds). One fish was cut up for the dinner, and the other was sent to the nearby village chief as a sort of rent for use of the beach.

That evening after we had eaten a varied meal of turtle, oysters, manioc, and *thon* (the people eat this way three times a day), the older men went off by the fires. Soon they were singing in their dialect and laughing. I asked François what they were singing so happily. He explained that it was a funeral song, sung at the great festival held nine days after a death. This celebration marks the end of a mourning period for the family, and there is much singing, eating, and drinking to forget the loss of the deceased. The immediate family will continue to wear black for six years, and the surviving spouse cannot remarry for at least a year after the death.

On returning home the next evening, I thought about my young friends, hoping to develop their fishing with outboards, trucks, and modern fishing methods, and yet existing simultaneously in a region where most traditional patterns of life appear still to be irreversibly in force. This paradox characterizes much of African life where the startling regional differences are painfully evident. Will these differences ever be resolved to provide a better standard of life for all Africans? Although we haven't much hope of ever seeing the millenium, the reason we're here is that we believe it will eventually come.

—Carl Stinson

Volunteer Adele Douglass (New Wilmington, Pa.) and Cameroonian co-worker shelve books in new library at trade center school in Ohmbe; she holds degree in French.

Bonjongo Gets Its Fence

Volunteer Andy Edwards is from Detroit. He received a B.A. in political science from Southern Methodist University in 1962. Together with his wife, Kitty, he has been instructing at the Teacher Training College, Bonjongo, West Cameroon.

By Andy Edwards

When we arrived in Cameroon in September, 1962, Kitty and I had been trained to be teachers. Though teaching is still our main job, in the course of things we found there were many ways in which we could assist the community where our school is located.

One basic problem in Bonjongo was that domestic animals were completely unfettered and unfenced, and left to go where they pleased. Cows, sheep, goats, and pigs ate whatever the people tried to grow in the town and forced the women who cultivate crops to go miles into the bush to seek land safe from the depredations of their livestock.

The straying animals were a health hazard. Pigs went in and out of houses; children got chiggers from contact with roaming animals; excrement was everywhere. To us an obvious answer was to build a fence to contain the animals, and then to help the villagers improve their production of food and cash crops.

Working with the other teachers and especially our head tutor, Mr. Ngando, we began to plan a community fence for Bonjongo. Last March the community—teachers and villagers alike—began to cut wood in the rain forest. Every Monday, Wednesday, and Saturday for 10 months the people of Bonjongo worked on their fence.

One fenced area for cows and one for sheep and goats have now been completed. Soon the fenced area for pigs will be finished. In building the fences, more than 5000 fence posts have been cut from trees, more than 22,500 feet of barbed wire has been strung, and more than 1800 feet of water pipe has been laid. The perimeter of the fence is more than two miles, the area for the cows more than 70 acres, and that for goats more than 30 acres.

The task was not accomplished without a few difficulties. We had to convince the people that the animals were not good for them, that the people's life would be better with the animals apart, that we were not going to fence the animals and then claim them for our own, and that we really weren't going to get anything out of the project. That was the beginning.

Then we had the job of getting the land and the wire and the pipe. The government, which was eager to begin a community-development and agriculture project in the south, gave us the supplies.

The people did not just eagerly march down to work every day, either. There were problems between the villages involved in the project. The rains came and slowed work. The labor was hard, and one man did not want to do his neighbor's share.

When the cattle area was done, we found that the cows would not simply walk inside but had to be caught. They were wild, and it is very difficult to chase a cow through dense rain forest. So then we tried to catch them with bolas and lassos.

It was quite a time. As we caught the cattle we branded their hides with a fire poker—we who had never been close to a cow before. (Cows are a status symbol here—they are not milked, are never sold, and are slaughtered only for special ceremonies.)

But we got the job done, with luck and co-operation from the town, the school, the government, the Peace Corps staff, and other Volunteers. The prime minister came to dedicate the fence, and he said, "With the effort of this fence and with the continued interest of the natives in agricultural products, there is every evidence that a new day will dawn for Bonjongo." The secretary of state for local government said, "The example which Bonjongo has shown we

At the dedication of the Bonjongo fence, the Honorable J. Lafon, West Cameroonian secretary of state for local government, said:

"This, in my opinion, could prove to be a truly historic occasion. All over our country, domestic animals—cows, sheep, goats, and pigs—are allowed a freedom of movement which turns them into a millstone round the people's necks. Where human hands have sown, these animals reap. The volume of crops they destroy or consume each year is a national calamity. The weary journeys they force our womenfolk to make each day, seeking farms beyond the range of the animals' predatory hooves, is a national disgrace. These creatures, which should contribute to the national wealth, conspire to keep our people poor. From being our servants they have become our masters.

"Here, in Bonjongo, the first stand against their domination has been made.

"It is a great achievement.

"The Bonjongo Cow Fence, born in the mind of our good friend, Andy Edwards of the Peace Corps, nurtured by his constant care, industry, and determination and brought to fruition by the sweat and toil of the people of this town, is an example of intelligent self-help which, in my opinion, should be blazoned throughout our country."

hope will be a light which will one day illume the face of all the land."

We hope so, too, but we know how little of our original plan we have accomplished.

We had hoped to have cash crops planted by now, and to have them harvested before we left this June. We had hoped to have many more cows inside the fence. We leave many problems to our fellow teachers and to Volunteer Bill Hovenden (Shenandoah, Iowa) who will be here a year after we leave. But because of the fence, Bonjongo can be a better place to live.

Mapping Roads Leads to Friends

Thomas Donnellan (Jamaica, N.Y.) received his B.A. in 1962 from Queens College of the City University of New York, majoring in history. He is teaching at St. Joseph's College, Sasse, West Cameroon. With Volunteer Jim Kellenberger (San Jose, Cal.), a teacher at the College of Arts in Kumba, he spent last summer vacation tracing roads in northern West Cameroon for the Ministry of Community Development.

By Thomas Donnellan

The Ndop Plain in the northern part of West Cameroon is grassy and flat. A car can be driven almost anywhere on it when the grass is cut down. Such a swath is called a road, and is a pretty good road at that. Jim Kellenberger and I were asked by the Ministry of Community Development to find all of these roads last summer and put them on a map.

Luckily, we acquired a new soil map of the area, made up from aerial photos. We were given a small bus, 200 gallons of fuel, and sent on our way.

Driving into a village, the first thing we looked for was the primary school. School-attendance figures are the best indication available of the size of the town. What's more, the headmaster knows as much as anyone about the village, except perhaps the Fon.

The Fon, hereditary chieftain of an area, is very easy to find because the road always goes right to his compound. No one ever leaves a village without saluting the Fon. However, you have to be guided through passageways and across several courtyards before you reach the place where the Fon holds audience. You converse in pidgin.

"We salute you, Fon. We work for Community Development. We look for your road. Na some foine village dis."

A broad smile would come over the face of the Fon and he would call for palm wine. Before things got too disconnected, we would ask if he were cutting any new roads, and where.

On one occasion a Fon rode with us along his new road as far as a swamp, where it stopped. We discussed the difficulties of filling in a road over the swamp. Then we went back to the palm wine and spent a pleasant afternoon forgetting completely about such silly things as roads and swamps.

Another time we were roped into giving one of the Fons a ride to a general meeting of Fons of the Ndop Plain. Once there, we went about our own business at the Native Authority office, and then went to the meeting place to pick up the Fon. We were invited in, given a seat, and told that the meeting would be over in a half-hour. That is to say, a half-hour *African* time. An American efficiency expert might say that we wasted 2 hours 17 minutes 36.5 seconds seated around in a circle with the Fons, drinking palm wine, and listening to them tear apart one of the local politicians in some of the most eloquent pidgin I have ever heard. Time spent in that way is not entirely wasted.

The map is finished now and I'm back teaching again, but if you ever take one of the roads we traced through the Ndop Plain from East Cameroon to West Cameroon, stop by and see the Fon of Bamun Kumbit. Ask him to show you the bridge his people built. Or ask the Fon of Bali Kumbat to take you up the mesa so you can see the whole Ndop Plain spread out before you. And while you're in Bali Kumbat, drop in at the wine shop and ask for Mama. You meet a lot of nice people on the road.

Time Brings A Few Changes To Women's Lives

Volunteer Mikell Kloeters (Dayton, O.) received her B.A. in 1963 from the College of Wooster (O.), majoring in biology. She is teaching English at Foumban, East Cameroon.

By Mikell Kloeters

That neat, compact "typical day" in the life of this Volunteer is impossible to describe. There is no such thing; each day is delightfully new and different for me.

But what about the Cameroonian woman? What *do* they do during the day? Take my neighbors for example—a Muslim family. The husband now has only two wives, though at one time he did have the Koran-approved number of four, but "life is more expensive these days" so he disposed of the two older and unproductive wives. Each wife, as is custom, has her own house and kitchen; the man's house stands in between. The days for the women are blissfully quiet, calm, and free of hustle and bustle, free of "lack of time," free of worries such as how to pay the water bills. Yet their days are also achingly and dreadfully the same as the day that was yesterday, the day that will be tomorrow.

Meals are prepared in the red mud huts, mostly in a big black pot balanced on three stones over a wood-burning fire

Ed Douglass helps students at Ohmbe trade school install water filter. A speech instructor before going overseas, he holds M.A. from University of Wisconsin.

on the mud floor. Dishes are spread out on the ground, pistachio nuts are crushed on large, flat stones, water sits around in large basins and buckets. Breakfast, when eaten, is whatever happens to be around—plantain (a banana-like fruit), sweet potatoes, nuts, fruit. The other two meals are invariably couscous, a huge, starchy corn-meal patty served with one of a large number of meat or vegetable sauces, highly seasoned. The husband takes his meals alone in his own house.

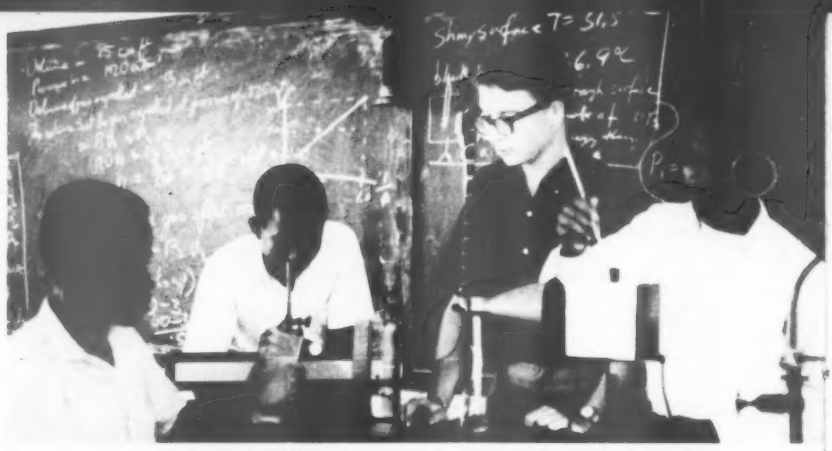
Housework occupies some of the wives' time in the morning. Or maybe they go to the hospital with a sick child. Apart from that and meals, the days pass with sitting, talking, watching, and waiting for time to drift serenely by; fixing each other's hair, twisting and pulling it into many stiff long pieces; watching the children with their ball or an old tin can salvaged from the garbage heap; waiting for the next child to be born; going to market two or three times a week.

The market is an important diversion and a social gathering-place. The variety of consumer goods and foodstuffs is unbelievable, as is the condition of the old women who eagerly hope to sell a few francs' worth of oranges or nuts. Although my neighbors are fairly well off, by African standards, I have seen the No. 1 wife become visibly distressed when one day red palm oil was 10 francs (about 4¢) higher than normal. Yet the same day she could spend 140 francs (50¢) on a pair of gold-plated earrings—not unlike an American housewife, perhaps.

Naturally, things are changing. Though the young girls in the family are still at home in such a "traditional African" setting, their lives will never be the same. Already the trappings of modern society affect them: the gaudy gold billfolds; the bright, jangly necklaces with "Twist, Twist" scrawled on them; the pressures of passing very tough exams with the hope of getting into a secondary school; the knowledge that there is an outside world; the dream of perhaps leaving the small town for a job in the city.

People everywhere speak of this "changing Africa," yet the paradoxes and contrasts never cease to amaze me. It is hard for an outsider to see and appreciate what this change means. In U.S. society, it is more or less natural to assume young people will leave home for work, school, or marriage. Here this is a new and strange idea—a deep and vital change in this ages-old society.

Life goes on, yet life changes. I only wonder that such a fundamental transformation of a people's basic way of life can go on so smoothly and easily. And yet so much must still be changed if Cameroon is to become the modern state it so greatly wants to become.



Volunteer Doug Lapp (Springfield, Ill.) demonstrates heat radiation to science students in Sasse; he has M.S. in biophysics from University of Washington.

Cameroon Information Service

Volunteers Doug Lapp and Anabel Leinbach (Reading, Pa.), a June, 1962, graduate in music from Wellesley (Mass.) College, meet Cameroonian Prime Minister John Foncha at reception in Yaoundé for Volunteers.

Cameroon Information Service

At Sasse, Doug Lapp doubles as boys' choir director. Volunteers in West Cameroon comprise a third of faculty in secondary and teacher-training schools.

We Took Lessons In Brass Casting

Richard Sugg of St. Louis, Mo., graduated in 1963 with a B.A. in English from Notre Dame. He is teaching at the Teacher Training College in Bambui, West Cameroon.

By Richard Sugg

During our first week in West Cameroon we were visited by a great many of the local villagers who wished to extend their welcome to the new Peace Corps Volunteers. One visitor was a skilled brassmaker who gave us several pieces of brasswork and invited us to his workshop. This seemed like an ideal opportunity to develop an acquaintance both with a unique artistic process and with a highly skilled artisan whom the other Cameroonians obviously esteemed.

On the appointed day Bob Utz (University City, Mo.), Hank Levitt (Flushing, N. Y.), and I walked to the brassmaker's shop. His shop was an adjunct of his house and consisted of an open-hearth oven, which functioned as a kiln, and a room for storage of work-in-progress and display of finished pieces. There were many articles in different stages of completion, but few examples of completed work. He explained that since most of his work was made on order, he seldom kept it for more than a few days after completion. But the pieces he did have on hand were striking, and in response to our many questions he described his casting process, generally called the lost wax method.

The initial step is the creation of a basic mold in the rough shape of the item to be made. Thus, if one were making a horse-and-rider, the basic mold would take the form of a horse-and-rider minus the distinguishing features of the face, the intricate decorations of the saddle, etc. This first mold consists of horse dung and a mud made from finely ground dust. I asked why he used horse dung, and the brassmaker explained (as I later verified by experiment) that no other substance locally available has the consistency necessary to withstand the cracking effects of the fire.

After this first mold has dried in a hot sun for a day, it is surfaced with a layer of beeswax about an eighth-inch thick. The wax has been previously softened by exposure to the sun, and it is shaped on the mold in the precise form that the finished product is to take. Then the wax is covered with another thick layer of mud and horse dung, with care being taken to leave drainage holes at one end of the cast so that the wax may run out when melted in the fire. The completed cast dries one day.

At this point two methods may be employed for casting the brass. If the amount of wax used is sufficient to warrant its recovery, the mold is heated in the kiln with the drainage mouth up, and the molten wax is poured into a pail of water to be used again. Molten brass is then poured into the mold.

If the amount of wax is insignificant, a load of brass broken into small pieces is encased in mud at the drainage mouth of the mold, and the entire mold is placed in the fire, mouth downwards. As it heats, the wax melts and drains into the brass, giving off a telltale bluish flame. When the brass is molten, the mold is removed from the fire and turned upside down, so that the brass may drain into the space formerly occupied by the wax. Quite often, unfortunately, air seeps into the mold when the liquid brass is draining in, and then an explosion occurs which ruins the work and scalds the artisan.

The brassmaker was noticeably pleased by our interest in his craft, and he offered us the opportunity of making something of brass under his tutelage. We accepted and visited him many times after that first day, observing the process with a view to making something ourselves. Teaching duties intervened, though, and as yet the brassmaking potentialities of the Bambui Volunteers are still unrealized.

A Dark Day At Okoyong

Volunteer Rosalie Stanley is from Charleston, S.C. She received a B.A. in history from Bennett College, Greensboro, N.C. She teaches at a girls' school in West Cameroon.

By Rosalie Stanley

Last Nov. 23 was a dark day at Okoyong, West Cameroon. This was the day when most of the students of Queen of the Rosary Girls' Secondary School learned of the assassination of President Kennedy.

The students here knew the President as a friend of the Cameroons. They also knew him as the first Catholic President of the United States and the President who fought for equality of the Negroes; so his death was a great shock to them.

On the day the news reached us, the Peace Corps teachers were repeatedly given sympathetic looks by the students as they whispered consolation and asked, "Did you cry, Miss?"

People in Okoyong and Mamfe towns felt the great loss, too. Many came to our house and sent letters of sympathy to us.

Two requiem masses were held. All of the students and teachers attended the first mass, Protestants and Catholics alike. The second mass, sponsored by the people of Mamfe town, was well attended by people from all walks of life: children, farmers, as well as senior civil servants.

Some of the letters we received and the remarks we heard brought out clearly the feelings of the Cameroonians toward President Kennedy. Here are a few from our students:

- "President Kennedy, leader of World Peace, helper of the American Negroes, faithful servant of the Catholic Church, departed from us due to an assassin's bullet. We wish him a safe journey to Eternal Habitation."
- "President Kennedy introduced kindness to Africa and the Negroes of America."
- "He was God-chosen, with the enthusiasm of fostering friendship all over the world. He had a heart which strongly desired freedom and equality for all."

And one girl offered a poem:

Cold, dreary and cloudy,
Came the evening of great sorrow.
Our generous President Kennedy's death
Was told to me this day.

Speechless and motionless I stood
Looking aghast at my friends
To see their own reaction
On this kind man's death.

Then next I wept and to the church
Sluggishly I went
But prayers I could not say
Instead shed bitter helpless tears.

Indeed he must be rejoicing with Sion
For the world so prayed for him
Because he was so good to all
The words of men are the words of God.

Coaching basketball at Ohmbe, Mike Romaine (Columbia, Pa.), an industrial arts graduate, helps a student player.

Want to Exchange Tapes?

Jamaica Volunteers Myra and Bill Ilson want to hear from Volunteers interested in starting a world-wide exchange of tape-recordings.

Volunteers who either own or have access to tape-recorders would be able to exchange tapes on community-development, cultural, classroom, and folkloric materials. The Ilsons believe that teachers might find especially valuable an exchange of tapes on a classroom-to-classroom basis, with children in one country corresponding with those in others.

Bill suggests a few ground rules:

- Reel size: three inches (Volunteers with recorders that accommodate larger reels can save money by buying tape on large reels and respooling it on three-inch reels).
- Speed: 3¾ inches per second, for good fidelity.
- Tape: Mylar standard-width tape (6.25 ± 0.05 mm); any quality tape should suffice, but Mylar is known for its strength and ability to withstand climatic extremes.
- Shipping: in metal containers, if possible, enclosed in a cardboard box and labelled "Educational Materials."

Bill requests that tapes bearing exceptionally good recordings not be reversed for recording on the other side; the good tapes can then be edited without destroying recording on the other side.

As a starter, Bill is offering a tape of the Jamaican National Anthem to anybody who wants to begin a library of anthems from the 45 countries in which Volunteers are working.

For information, write Mr. and Mrs. William Ilson, Peace Corps Volunteers, c/o Peace Corps Representative, U.S. Embassy, Kingston, Jamaica, W.I.

Volunteers Unhurt As Fire Hits City In the Philippines

Eight Peace Corps Volunteers escaped unharmed Feb. 10 when a fire swept over a section of Davao City on the southern Philippine island of Mindanao, killing five persons, destroying 600 buildings and houses, and leaving some 12,000 persons homeless.

The fire, which caused damage estimated at $25 million, destroyed a five-block area of the central city which included a regional Peace Corps office, and a Peace Corps medical office and storage place.

Volunteer Leader Jim Stewart (East Longmeadow, Mass.), whose house, shared by Volunteer Mervin Stump (Kingsport, Tenn.), was burned in the holocaust, "did a commendable job of salvaging important records and most expensive equipment," according to Peace Corps Representative Bascom Story.

The fire started in a building close to the Peace Corps office, Story reported. Davao City, with a population of about 235,000, is the Philippines' third-largest city.

Other Volunteers working in Davao as elementary- and secondary-school teachers are Mary Beth Bregenzer (Memenco, Ill.), John Beckley (Rochester, Minn.), Nancy Jean Harris (Ft. Collins, Col.), John Reinke (Blooming Grove, N.Y.), Saundra Silverman (Flushing, N.Y.), and John Teamer (Memphis, Tenn.).

Frequencies Changed For 'Peace Corps Report'

Changes in short-wave frequencies for the program "Peace Corps Report" have been announced by Radio New York Worldwide, producers of the series.

The program, which features tape-recorded reports from Volunteers in the field, letter exchanges, interviews with persons associated with the Peace Corps, and general news of Peace Corps activities, began in February and is broadcast each Wednesday from New York, then rebroadcast Friday and Saturday.

The new frequencies, which were effective March 1, are:

WEDNESDAY 2010 GMT (1510 EST)
Latin America and Africa: 15.440 mcs 19.43 meters.
Europe: 11.900 mcs 25.21 meters.
Caribbean: 11.950 mcs 25.10 meters.
FRIDAY 1330 GMT (0830 EST)
Latin America and Europe: 15.440 mcs 19.43 meters.
Europé: 11.875 mcs 25.26 meters.
Africa: 17.760 mcs 16.89 meters.
Caribbean: 11.950 mcs 25.10 meters.
SATURDAY 2140 GMT (1640 EST)
Latin America: 15.440 mcs 19.43 meters.
Caribbean: 11.950 mcs 25.10 meters.

Park to be Named For Volunteer Who Died in Air Crash

A California city has announced it will dedicate a new park to a Peace Corps Volunteer killed in a Philippines plane crash a year ago.

The city of Martinez will build a six-acre park as a memorial to Nancy Boyd, who went to the Philippines in September, 1962, to teach English and elementary-school science in the town of Mabini, Davao province, on the island of Mindanao.

On March 2, 1963, she and another Volunteer, Philip Maggard of Buffalo, Wyo., boarded a plane in Zamboanga City, at the western tip of Mindanao, to fly to Davao City, 250 miles to the east. The plane crashed in bad weather on the slopes of Mt. Apo, highest peak in the Philippines, and all 27 passengers were killed.

Miss Boyd, who was 20, was a native of Martinez. She went to Alhambra Union High School there, and attended the University of California at Santa Barbara, where she studied history. Her parents, Mr. and Mrs. Paul C. Boyd of Martinez, journeyed to the Philippines last September to visit Mabini. They established the Nancy Boyd Scholarship Fund to assist Filipino youngsters who could not afford tuition fees for high school. In Mabini, Mr. and Mrs. Boyd also laid the cornerstone to a civic-center library begun by the townspeople and dedicated to their daughter.

Martinez, which lies 20 miles from San Francisco, hopes to begin construction of the park this spring. The city's announcement said the park would contain a memorial display which would include a cornerstone from the Philippines, a Peace Corps symbol, and stones from each of the countries where Volunteers serve.

Changing Address?

Applicants for Peace Corps service are requested to notify the Division of Selection of changes of address. Below is a coupon for this purpose. Other readers not in the Peace Corps are also invited to use this coupon for address changes.

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